

## Inspection report for early years provision

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<b>Unique reference number</b>	142647
<b>Inspection date</b>	25/03/2009
<b>Inspector</b>	Rachael Williams
<b>Type of setting</b>	Childcare on domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Hassockmoor Childcare and Out of School Club was first established in 1998 and has recently transferred to childcare on domestic premises. The childcare provision operates from a large barn conversion in the small rural village of Compton Durville in Somerset. Children have access to the ground floor of the property which includes a playroom, utility room for creative play, toilet facilities, hallway for small group activities and kitchen. The first floor bathroom and three bedrooms are also used for younger children and babies to sleep. There is a fully enclosed patio and garden available for outdoor play. Children may also access the adjacent field under supervision where sheep, chickens, pig and four rabbits are housed. Children are often taken on country walks and to local parks. Children are escorted to and from local schools.

The childcare provision is registered on the Early Years Register and both parts of the Childcare Register for 18 children under eight years old . At present there are 48 children on roll; of whom 20 are in the early years age range. Childcare is offered weekdays all year round from 08:00 until 17:30. The setting supports children with learning difficulties and/or disabilities.

The childcare provision employs three full-time members of staff; all of whom have level 3 early years qualifications and experience of working with children as childminders. Two members of staff are currently completing their Early Years Foundation degree. In addition, there are six members of staff who work on a part-time basis; three of whom have level 3 early years qualifications.

## Overall effectiveness of the early years provision

The quality of the provision is outstanding. Children thrive as their needs are routinely met by interested staff who are excellent at valuing children as individuals. Provision for their emotional well-being is exemplary as staff establish close and caring relationships with children and provide an enabling environment which encourages their free choice. Children make excellent progress in their learning and development as staff have taken time to ensure they have excellent knowledge of children's interests and pre-occupations. Staff work closely with parents and other providers to ensure continuity in children's care and that their welfare requirements are effectively supported. Parents contribute wholeheartedly to their children's learning and are fully involved in the setting. Rigorous systems have been established to monitor the provision and self-evaluation plays an integral part in planning for future improvements.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop further registration systems to ensure clarity in recording hours of

- children's attendance
- enhance outings procedures to ensure written risk assessments are consistently completed for each type of outing.

## **The leadership and management of the early years provision**

Children are cared for by experienced and well-qualified staff who are proactive in accessing relevant courses, such as risk assessments and early years foundation degree; and advice, such as from the local early years adviser. There are robust suitability and induction arrangements to ensure children are cared for by appropriate adults. Practitioners work exceptionally well together and are an extremely focused team who have very good knowledge of the Early Years Foundation Stage and a positive outlook, ensuring outcomes for children are excellent. The provision is rigorously monitored and self-evaluation plays an integral part in the smooth operation of the setting for example, through staff meetings, daily evaluations and TRIO, a quality assurance scheme. Parent contributions are valued, such as the need for social events, and practitioners act swiftly to address requests. Key staff have excellent knowledge of their strengths and strive for continuous improvement, such as implementing individual learning plans for the children. Practitioners have effectively addressed recommendations raised from their last childminding inspections, such as addressing safety in the outdoor area.

Parents and children are provided with a warm and welcoming environment, for instance photographs adorn the entrance hall, and parents are provided with a wealth of information about the setting and childcare issues. Questionnaires are used effectively to evaluate the service provided and parents offer positive comments about the care of their children, for instance 'professional and friendly', 'very flexible' and 'informative newsletters'. Communication with parents is excellent and they are provided with relevant information about their child's progress for example, through development books, key person discussions and parent evenings. There are very good links with other early years providers, such as the sharing of assessment records, to ensure continuity in children's care, learning and development.

Children's welfare is safeguarded as all staff have received appropriate training and have very good knowledge of child protection issues. Children are provided with a safe and secure environment as comprehensive risk assessments and daily checks are routinely carried out. Robust outing procedures have been established to ensure children's safety and enable children to become aware of how to maintain their own safety, for instance whilst exploring and observing the tractor. To improve their practice further practitioners are formalising these risk assessments. Children are closely supervised and ratios are maintained. There is a daily record of the names of the children looked after on the premises and who is caring for them, however there is not a consistently clear record of children's hours of attendance. Practitioners have identified this as an area for improvement.

## **The quality and standards of the early years provision**

Exceptional organisation of the day and the learning environment supports children in their learning and development. Practitioners have excellent knowledge of children's interests and enthusiasms and plan stimulating activities, such as a visit from a local farmer with his tractor which values the diversity of the rural community. Children are encouraged to explore and investigate the vehicle, commenting on the size of the wheels and making comparisons. There is an excellent balance of adult-led and child initiated play. Children access an abundant range of toys and resources and are encouraged to make decisions about their play which is well monitored by staff. Children are skilful communicators. They are confident to share their experiences, discuss their likes and dislikes and even tell jokes when sat together at a sociable snack time. The children participate enthusiastically in songs, number and action rhymes, such as 'Five currant buns'. They are keen to remind staff that there are glove props to support the songs. The environment is used exceptionally well to enhance children's experiences such as, feeding orphan lambs, collecting eggs from the coop and showing care and concern for the upkeep of sheep, a pig and rabbits. Planning is very flexible and staff are excellent at engaging children in spontaneous learning for instance, when a cygnet pays an unexpected visit. Children's behaviour is exemplary as they are very clear on limitations, boundaries and expectations through the development of house rules. Children are fully engaged and there is little opportunity for them to become disinterested or bored.

Practitioners have created individual learning plans which comprehensively evaluate children's learning in order to plan challenging activities for the future. Staff identify children's learning styles and ensure there is a good range of activities to fully engage them. Children's progression is well documented through relevant observations, annotated photographs and samples of children's work and linked effectively with children's stage of development hence, next steps in learning are identified.

Practitioners have excellent knowledge of the welfare requirements. Children are introduced to a healthy lifestyle. There are regular opportunities for children to be out in the fresh air and to develop physical skills, such as manoeuvring ride-on-toys and buggies carefully showing good coordination and spatial awareness as they avoid collisions. Parents provide healthy and nutritious snacks and lunches which are stored and reheated appropriately. Practitioners supply a wholesome, buffet-style snack mid- afternoon which meets children's special dietary requirements. Children are fully aware of hygiene arrangements and the importance of washing their hands at appropriate times using liquid soap and warm water. Paper towels are used to prevent the spread of infection. Nappy changing arrangements are exemplary and children are fully engaged throughout, for instance staff consistently talk to them. Children are protected whilst sleeping. Each child is given individual linen and their sleep is effectively observed through the use of a monitor and regular, recorded checks.

Rigorous arrangements have been established to ensure children are cared for should an accident occur. Most staff have paediatric first aid training and there is a

fully stocked and maintained first aid box readily available. Appropriate consents are gained from parents to ensure the smooth running of the provision. Administered medication, existing injuries and accidents are routinely recorded and promptly shared with parents to ensure continuity in children's care and welfare.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.