

Piglets Day Care

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

Childcare on non-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 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

Piglets Day Care registered in 2007. It is privately owned and operates from a self contained extension to a domestic dwelling in Honley, Holmfirth. Children are accommodated in one room with access to an enclosed outdoor area. The building has disabled access.

The nursery is registered to care for 16 children in the early years age group. The group offers care for children in the later years age group providing out of school care. This provision is registered on the compulsory and voluntary parts of the Childcare Register. There are currently 33 children on roll who attend for a variety of sessions. The nursery is open weekdays throughout the year from 07.30 to 18.00. It is closed for the Christmas period and two weeks in August and bank holidays. There are five members of staff who work with the children, all of these hold an appropriate childcare qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy, settled and confident and they are making good progress in their learning. They are actively involved in their learning and planning reflects their interests and provides opportunities for purposeful play. Good arrangements are in place to promote children's health, safety and welfare and children are learning to take care of themselves and each other. The staff have extremely good working relationships with parents and other professionals and recognise the uniqueness of each child. Staff reflect on their practice and recognise their strengths and areas for improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that children have opportunities to recognise numbers
- ensure that art work and photographs in children's records of achievement are dated to show progress
- formalise the process for self evaluation

The leadership and management of the early years provision

The qualified and experienced staff team are motivated in their continuous professional development through ongoing training and are beginning to self assess the provision. They evaluate their service through staff meetings, annual appraisals and input from parents. However, the self assessment should be formalised to be able to judge progress. Plans and strategies are in place for future improvement. These include re-decoration of the play room, acquiring some chickens and ducks to extend children's learning and a full review of policies and

procedures is underway.

There is an exceptionally good partnership in place with parents and carers. Parents relate that their children have improved their language, creative and social skills since starting at the nursery. They confirm that staff always have time at the end of the day to discuss their child's progress and records of achievement. They say that all the staff know every child well, celebrate their individuality and have a meaningful understanding of inclusion. Good information is displayed for parents and staff hold bi-annual parents evenings. There is a flexible settling in period and parents comment on photographs of their child, playing happily, being sent to them via mobile telephones during the first few weeks of the placement. Staff also make time to hold social events, such as a summer garden party and barbeque, as they feel it is important for parents to meet their children's friends. The group also have positive professional relationships with college assessors, training agencies and their local health visitor.

Effective systems are in place for the recruitment, selection and induction of staff and for the safeguarding of children. Staff have a clear understanding of safeguarding procedures and of their roles and responsibilities in reporting concerns. Staff are well deployed throughout the setting and exceed the required ratios. All required policies, procedures and records required for the safe and efficient management of the provision are well thought out, effective and kept up to date.

Children's welfare is protected by effective risk assessments for all areas of the building, outdoor area and resources. Positive steps are taken to promote children's good health and well-being. Children are provided with healthy, well balanced nutritional meals and snacks. All food is cooked daily from fresh ingredients and fruit and vegetables are plentiful. Children are able to help themselves to drinks throughout the day and they all recognise their own drinking water bottles. Babies needs are well met. They are taken out of the playroom to be bottle fed and given good, individual attention. Children can rest and sleep as they need. There is no set sleep time and staff recognise when they are getting tired and settle them down in cots or buggies in a quiet, sleep room. The good organisation of the premises, availability of resources and deployment of staff, effectively supports children's learning and development, whilst promoting their welfare and well-being.

The quality and standards of the early years provision

Children are making good progress towards the early learning goals and their welfare is well provided for. They are given good one-to-one support in their learning and development and the staff provide an environment that contributes very effectively to their learning. As a result, children are confident and motivated to learn. They are happy, settled and fully involved in their play. There is a successful balance of adult led and child initiated activities. The planning is flexible and takes account of children's interests, in order to provide challenging and enjoyable experiences for them. For example, one of the children is very interested in mini beasts and this will become the next in depth topic. The staff have

purchased a wormery and the children have good opportunities to investigate the outdoor areas looking for beetles and other insects. Staff spend time talking to the children and extending their language skills. Children are very confident in their use of language and explain that they like coming to the nursery 'because I have so much fun'. Staff take time to foster a love of books and stories with the children as they read to them individually or in groups. A toddler selects a book, sits on an adult's lap and turns the pages as they are read, she then sits in the book corner and tries to re-tell the story herself. Children are beginning to understand problem solving, reasoning and numeracy in their day to day to day practice. They enjoy playing with a supply of large cardboard boxes and decide who or what will fit in them. They are beginning to understand mathematical language and talk about size, 'I can fit in because I am small' says a child. However, there is little opportunity for children to recognise numbers as these are not displayed in the playroom. Children are provided with a variety of creative materials to freely express themselves. They spread thick paint with lollipop sticks and enjoy finger painting. They remark that it is 'it's nice, it's warm, I'm doing dribbles'. They use their imagination as three children sit together in the home corner eating cakes and remarking 'I think the kettle has boiled' or dress up ready for a wedding and remark that the groom 'needs to wear a suit'. Children are learning about their own environment and the wider world. They have good opportunities for outdoor play, where they are able to watch the horses in an adjoining field or go for walks down the nearby lane. They are also learning about where their food comes from and are growing a variety of vegetables and fruit. They take responsibility for the plants and fill a watering can and water them without help from staff.

Children's records of achievement includes evaluative observations linked to areas of learning, photographs and children's art work. However, art work and photographs are not always dated, so it is difficult to assess the rate of progress. Staff interact well with the children and each other. They know the children well and effectively promote their self esteem through the use of praise and responsibility. Children are encouraged to help keep their environment clean and tidy and they all help to tidy away at the end of the session. They are developing good self help and independence skills as they find and put on their own shoes before going outdoors. A toddler displays very good concentration skills as she tries to put on her shoes and socks and accepts help from an adult and then immediately takes them off again with a big smile of satisfaction. Children are well behaved and staff are very good role models, with high expectations of children's behaviour and good manners. Children build positive relationships and show care and concern for younger children.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met