

Inspection report for early years provision

Unique reference number 201186
Inspection date 26/06/2009
Inspector Shirley Delaney

Type of setting 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 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Aunties, originally registered as a childminding provision in 1976, changed in 2008 to provide childcare on domestic premises. It is a privately registered setting which operates from a house in the Water Orton area of North Warwickshire.

The setting is registered to care for 14 children and it is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. There are currently 11 children on roll within the Early Years Foundation Stage (EYFS). The setting supports children with learning difficulties and/or disabilities and children for whom English is an additional language.

There are five adults who work with the children, one of whom is a registered childminder and the person in charge of the setting holds an appropriate early years qualification. The setting receives support from the local authority and has links with the local health visitor and the local nursery school.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Management provide support to all adults working with the children to develop their knowledge and understanding of the EYFS framework. This supports the settings ability to promote children's welfare and provide sound learning and development opportunities. Systems for self-evaluation are developing which enables some change and improvement in practice. Policies, procedures and records in place effectively promote children's safety. Positive relationships with parents and practitioners in other settings within which children receive EYFS underpin the effective sharing of two-way communication. This promotes consistency in the care children receive and values joint working to meet their unique needs.

What steps need to be taken to improve provision further?

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

- develop further the system for planning to support children reaching their full potential in all areas of learning
- improve the system for self-evaluation to promote continual improvement in the service provided.

The leadership and management of the early years provision

Management has a commitment to continuous improvement, which is demonstrated through the positive steps taken to meet recommendations made at the previous inspection. In addition, a formal system for self-evaluation has commenced and the manager is able to identify areas for improvement in practice. However, the processes in place for self-evaluation are not robust as they do not

sufficiently include the whole team, parents and children attending the provision. This limits vigorous opportunities for making future improvement. Management is suitably qualified and approved helpers are deployed appropriately across the setting to support children in all utilised areas of the property. There is importance placed on co-minders and helpers receiving ongoing training to update and enhance their professional development. This has a positive impact on the provision in place for children's learning and development. Through the establishment of identified roles and responsibilities and the sharing of information all adults are becoming increasingly familiar with the EYFS framework and a key person system ensures that all children receive attention to their individual needs.

Policies and procedures in place to underpin the service provided are clear and support the safeguarding of children's welfare. There are procedures in place whereby adults regularly review child protection procedures during team meetings, this keeps them informed of their roles and responsibilities in reporting concerns. Furthermore there are effective systems in place for conducting risk assessments which ensure that good attention is given to the children safety on the premises and when taking part in outings.

There are processes in place which promote inclusive practice. Good provision is made for joint working with other professionals to meet children's needs. For example, the setting has worked alongside Health Visitors and the areas Special Needs Co-ordinator to support specific developmental needs of individual children. In addition, effective links have been established for the sharing of information with the EYFS practitioners within other settings attended by the children. Parents express positive comments about the attention given to meeting their child's needs and promoting their care and development within the setting. Strategies and systems are in place to exchange information with parents which takes place on a daily basis. Parents play an active role in supporting the setting through providing resources, completing work to repair equipment or attending organised events such as accompanying their children on a day out. There are plans in place to hold a meeting with parents to share written records detailing how their child is progressing and exchange additional information. Children develop awareness of the local community through local walks to visit horses in the field and attending events such as the school sports day. They learn an appreciation of the needs of others and develop an awareness of diversity through association and relationships with people from different cultures and of varying ages. For example, children build a relationship with an elderly household resident.

The quality and standards of the early years provision

The environment has been organised to provide children and parents with a sound welcome. Information is displayed for parents in the porch and playrooms which keeps them informed about routines and the range of activities children have been involved in. Children are greeted with stimulating and inviting surroundings which encourages them to explore and investigate with a wide range of toys, resources and materials. The labelled coat pegs in the porch and the display of children's creative work and photographs of them taking part in a wide range of activities promotes their sense of belonging. Adults support, encouragement and consistent

approach and shared understanding of working practices ensures that children are well-behaved and encourages children to show consideration for one another and play together.

Adults plan a wide range of activities for children which encompass all areas of learning, providing children with the opportunity to engage in a balance of self-initiated and organised activities. They use a range of strategies to engage children's interest in play experiences and activities and support their progress towards the early learning goals. All adults play a part in the observing children, recording their interests and achievements and share information that enable next steps in children's development to be identified. However, information specific to children's development within areas of learning is not systematically gathered from parents at the time of admission. In addition the arrangements for formulating plans are not sufficiently well linked to the identified next steps for children learning. Consequently plans are not securely influenced by the needs of the children to promote their achieving their full potential.

Children are comfortable in their surroundings, where they keen to explore the resources and experiences available, they know what is available and make request for specific resources. For example, after snack young children ask for the play dough to be set out on the table. Older children who are keen on art and crafts access a wide range of resources that inspires their creativity. Children are provided with space and resources to use their imagination and initiate their own play which helps them to make connections and sense of real life experiences, including, role play, dressing up and small world play. Singing songs and rhymes takes place spontaneously and children experience play with a range of musical instruments. Counting, observing shapes and problem solving opportunities are captured during activities. Young children regularly access books. They sit in the quiet area of the front playroom and learn to handle books with care as they look through them or share a story with an adult. Older children use this room to relax after school or complete tasks in an area that is quiet and allows them to concentrate. The children are able to freely make choices between indoor and outdoor play experiences and are supported by adults in each area. Good access to the outdoor area enables the children to regularly gain fresh air and practise a variety of physical skills as they make use of resources and equipment that range in height and complexity to meet the needs of all the children. The outdoor area is an interesting and stimulating environment where children are encourage to take an interest in the natural world around them through inclusion in activities such as recycling, exploring with natural materials, providing food and water for birds, which attracts wildlife into the garden and become involved in the care of the pet rabbit and guinea pig. Children experience planting, caring and growing food such as lettuce, strawberries, peas and tomatoes which they also enjoy eating as part of a programme for developing a good awareness of how good health is promoted through a healthy diet. Through discussion and activities children develop an awareness of their bodies and how exercise and attention to good hygiene practices promotes their good health. Their inclusion in regular fire drills and involvement in activities such as taking part in an outing to attend a 'people who help us' event develops children's understanding of safe practices and their personal safety.

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?	2
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