

Inspection report for early years provision

Unique reference number 317183
Inspection date 20/08/2009
Inspector Sandra Elizabeth Williams

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).

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

The childcare provider has been registered since 1991. She and her staff provide childcare on domestic premises and are registered on the Early Years Register and both parts of the Childcare Register. She lives with her husband and two children aged 13 and 11 years in Sedbergh. The basement, the ground floor and the first floor of the house are used for childcare and there is a fully enclosed garden for outside play. The house is close to the centre of Sedbergh and is situated within walking distance of the local amenities including the school, shops and park. The family has two pet cats.

The setting is registered to care for a maximum of 24 children at any one time and currently has approximately 22 children in the early years age group and 19 older children on roll. Children with learning difficulties and/or disabilities are supported at this setting. It is open from Monday to Friday from 07.30 until 18.00 all year round apart from two weeks at Christmas and two weeks in the summer holidays. There are nine staff, including the person in charge, who work with the children, all but one hold appropriate early years qualifications. One member of staff has a BA Honours Degree in Education, specialising in early years.

Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. Children are cared for in an extremely nurturing and homely environment where their welfare needs are promoted exceptionally well. Effective implementation of inclusion is a priority within the everyday practice, ensuring that all children are well supported to take full advantage of the range of wonderful activities and experiences available to them. Children are making excellent progress in their learning and development. Strong partnerships with parents and others contribute significantly to ensuring that the needs of all children are met to a very high standard. The effective and thorough self-evaluation and monitoring systems ensure continuous improvement in the practice and there is a clear understanding of the strengths and areas for development.

What steps need to be taken to improve provision further?

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

- increase children's opportunities to learn about everyday technology by using information and communication technology and programmable toys more to support their learning.

The leadership and management of the early years provision

The leadership and management of this setting is outstanding. The person in charge has developed very clear written policies and procedures which effectively promote children's health, safety and well-being. A considerable amount of thought is given to evaluating the practice, which successfully takes into account the views of parents and children. The recommendations made at the last inspection have been successfully addressed. The high level of commitment by staff clearly demonstrates how they strive to maintain their professional development and outstanding service. They undertake a tremendous number of training courses and are able to demonstrate how they apply their knowledge to their practice.

Children benefit from the excellent relationships between the staff and their parents. Partnerships with parents are relaxed and friendly and ensure each child's needs are thoroughly met. There are excellent systems in place for keeping parents well informed on a daily basis, which the parents value highly. Parents have easy access to a range of useful information to keep them fully informed about what their children are doing at the setting and how they can extend their learning further at home. Parents have completed questionnaires about the provision and comment on the excellent service provided. Positive steps have been taken over many years to build close partnerships with other professionals who also work with the children, such as doctors, health visitors and therapists. Very strong links have been well established with the local school and nursery which also has a very beneficial impact on the children during their transition to school or nursery.

The staff have considerable knowledge and understanding of their roles and responsibilities for safeguarding children and have undertaken training in this area, in order to keep up-to-date with current legislation. Written risk assessments are comprehensive and thoroughly eliminate risks to children. Fire safety equipment is in place, including smoke alarms and fire blankets. The children learn about fire safety by undertaking regular emergency evacuation practises and by meeting the staff from the local fire station. The children are kept safe at all times due to the vigilance of the staff and the excellent level of supervision provided.

The quality and standards of the early years provision

Children are making excellent progress towards the early learning goals due to the skilful delivery of the Early Years Foundation Stage by all of the staff. Planning for activities is clearly based on children's individual needs and interests, and observations are completed to inform assessments. The staff effectively use this information to inform future plans for each individual child's next steps in all areas of their learning. The staff have an accurate knowledge of each child's stage of development in all areas of learning and keep records of their development. The exceptional and extensive range, balance and variety of activities that are planned and available to children of all ages fully promote their all round learning and enjoyment. The environment plays a key role in supporting and extending

children's development and is highly effective in its purpose. It gives children the confidence to explore and learn in a secure, safe and stimulating environment. They are confident, happy and settled and benefit immensely from learning and playing together with children of different ages.

The children thoroughly enjoy taking part in baking activities, remembering to wash their hands before they start. They learn to take turns and share as they mix the icing sugar and carefully spoon it onto their buns, thus developing their fine motor skills and they use their senses as they smell the icing sugar. The children enjoy many opportunities to be creative. This is apparent from the numerous displays of children's art work around the room. Some of the children enjoy dressing up in pretty princesses dresses and decide to make themselves some crowns to wear. They select silver card and carefully use the scissors to cut out shapes. They marvel at the zig-zag shapes made by the special scissors. They decorate their crowns with colourful, shiny gems and proudly demonstrate how good they are at writing their names on them. They know that they need to be very careful with the small gems in case babies or young children put them in their mouths and choke on them.

Children have a growing awareness of numbers. Every opportunity is used to develop their problem solving skills, for example, as the children help to prepare lunch, they correctly count how many plates and cups they need for the number of children present. They also talk about shapes as they cut the sandwiches into triangles and the cucumber into slices and cubes. The children develop social skills as they go on outings with the staff and as they meet people from their community. They enjoy visiting the library, post office and market. They really enjoy looking at photographs of themselves and their friends undertaking various activities whilst on outings.

They learn how to use everyday technology as they access programmable toys and use the computer in the library, however, they currently do not have continuous access to a computer, which somewhat limits their choice and opportunities to develop their skills in this area. Children of all ages have access to a wide range of age appropriate books and they enjoy trips to the library to choose story sacks. Children explore an extensive range of resources and participate in well planned activities that promote their understanding and acceptance of equality, diversity and disability. Some of the children who attend are bilingual. The parents of these children have kindly assisted by helping to display words in languages, such as German, Turkish, Vietnamese and Arabic.

Children learn about making healthy choices and gain good social skills when eating together and talk about the food they are eating. The children are encouraged to eat fruit and vegetables and the staff use a chart to keep a record of what they have eaten that day. The children benefit from the fact that the setting has recently been awarded a five star rating for excellent food safety by the council. Daily access to outdoors and fresh air fully promotes the children's health and well-being. The children really benefit from playing in the nearby park which provides wonderful opportunities for them to develop their gross motor skills.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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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