

Close to Home Childcare Ltd

Inspection report for early years provision

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EY388219

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Inspector

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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

Close to Home Childcare is privately owned and managed. It opened in 2009 and operates from a purposely renovated nursery in Burnham, Essex. A ramp to the hall entrance means that the premises are easily accessible. A secure enclosed outdoor area is used for outdoor play activities. A maximum of 22 children aged from birth to five years may attend the setting at any one time. The group is open five days a week from 07:00 to 19:00 all year.

There are currently 16 children attending who are within the Early Years Foundation Stage (EYFS) years. The setting currently also offers care to 12 children aged over five years to 12 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

There are six members of staff, including the owners who manage the early years provision. Five of the staff, including the owners, hold appropriate early years qualifications. The nursery is currently working towards accreditation with the Pre-School Learning Alliance (PLA).

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The setting is effective in ensuring children progress well through the Early Years Foundation Stage and provision for their emotional well-being is also good. Children are extremely settled, happy and confident as the dedicated staff team ensure their individual needs and requirements are supported exceptionally well within a happy, fun, inclusive and homely environment. Some very good opportunities for communication and partnership with parents enhances the children's time at the setting. Staff members are committed with regard to inclusion and endeavour to support each child's individual needs. Good and effective systems for self-evaluation are used to ensure continuous improvement of the setting and positive impacts for children.

What steps need to be taken to improve provision further?

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

- develop opportunities for babies and younger children to explore and experiment with natural materials
- develop further the educational programme to make full use of the outdoor environment to deliver a range of opportunities, covering the six areas of learning.

The leadership and management of the early years provision

The managers, along with the staff team, are dedicated and committed to developing the nursery and provide a high standard of childcare and education

within a cosy home-like environment. The provision of good policies and procedures which underpins the setting's practices, are offered to the parents to ensure they are informed with regard to the nursery and out-of-school club procedures. Staff are committed to working in partnership with parents and carers and are making good attempts to involve parents in their children's learning. Parents are encouraged and supported to contribute to their child's development as staff are on hand daily to give verbal feedback. In addition, parents can view their child's file and development records on request and are able to add comments to their child's individual play plans and diaries.

Regular questionnaires are used to gain parents' views, as these are valued and contribute to the on-going development of the nursery. The staff are reflective practitioners and are striving for excellence. A very good self-evaluation document is in place and clearly highlights the strengths of the setting and the impact for the children.

The staff team endeavour to form good links with the local primary schools and local pre-schools that children also attend. They hope this can develop further to ensure a consistent approach for the children. Children also have many opportunities to meet people from the local area, such as the librarians as they visit the local library for story time. The nursery have taken part in the annual 'Burnham in Bloom' and have planted troughs at the local train station. They take great pride in watering their plants as they take frequent trips to the platform to observe the progress. This helps create a real sense of community.

Good procedures are in place for recruitment, induction, appraisals and training. The commitment of staff to attend training ensures that children are cared for by an experienced staff team. An informative safeguarding policy is understood by all staff members and ensures the children's well-being is not compromised. Risk assessments are thorough and are regularly completed to ensure the environment and activities both indoors, outdoors and outings remain safe for children. Evaluation of the provision enables the staff to identify areas for improvement and detailed self-evaluation and action plans are in place. Consideration is given to the views of the children, parents and staff to ensure a quality service is provided. Parents' written comments speak positively about every aspect of the setting.

The quality and standards of the early years provision

Children are able to play in a bright, child-friendly and welcoming environment. Staff have a good understanding of child development and how children learn. They are committed to providing the children with a family atmosphere and plenty of opportunities for children to learn whilst having fun. All equipment is of good quality and maintained. Children are greeted by smiling staff and happily come into the setting and engage in an activity of their choice. There is a happy, calm atmosphere throughout the sessions.

Children are provided with a good range of play and learning opportunities as staff use their knowledge to support the children's interests. Children are encouraged to initiate their own play and are supported by the staff who are skilful in how they

question them, encouraging them to think critically.

Children are able to independently access the selection of resources as they are easily accessible in named trays and boxes at the children's level. This enables them to make choices and direct their own learning and play. Children confidently select or request toys of their choice and they are respectful of the toys, happily packing away after themselves. As a result, children are happy and enthusiastic to learn. Babies and younger children explore and discover natural materials, however these opportunities are limited.

Staff are totally committed to providing a fun, happy environment for the children. Every member of staff is attentive, respectful and listens to the children. As a result, children appear extremely confident and are developing good self-esteem. A good process is in place to ensure assessment, observation and planning for the next steps of learning. Careful planning ensures differentiation, ensuring more able children are sufficiently challenged, and all children are supported. Parents are involved in the initial assessment of their child to establish their child's interests, likes and dislikes. Parents are provided with regular newsletters informing them of the activities and the term's themes. Biannual parental questionnaires give parents the opportunity to contribute to the continuing development of the nursery. Open days are frequently arranged at weekends, enabling working parents to attend if they wish. A very informative reception area is accessible to the parents and there is good information displayed with regard to the EYFS.

Children play in a bright and stimulating environment. Children are able to lead their own play and request resources. The two large playrooms are inviting and child-friendly; there are some defined areas such as the imaginative play and craft areas and these are used effectively by the children. Free-flow play from indoors to outdoors is in the early stages of being introduced as an exclusive, enclosed outdoor play space is available. Some good opportunities are available to the children outdoors as they enjoy playing with the ride-on toys or searching for mini-beasts. They have great fun rolling balls down the drainpipe and proudly show visitors their vegetable patch, where they are growing their own vegetables for mealtimes. They are amazed and excited when they discover a strawberry amongst the leaves. Plans are in place to develop the garden further to improve the children's time outdoors. Developing further activities and opportunities outdoors that cover all six areas of learning could be developed further within the daily plans.

Children's health and welfare are promoted well. Children are able to independently access the bathroom. They are now able to access drinking water throughout the day and enjoy tasty nutritious snacks such as apples, pears and prunes. Children are encouraged to make healthy choices about what they eat and drink. They sit together at mealtimes and babies are offered their own spoon so that they can make early attempts at feeding themselves.

Children are able to learn about and celebrate some different cultures and traditional days as these are incorporated within the planning. This enables the children to have an understanding of the world around them and embrace differences. They have regular opportunities to learn about the wider world as they

play with toys and resources that are representative of diversity. All staff are dedicated and are consistently polite and respectful toward the children. As a result, children's behaviour is very good.

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?	1
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?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
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?	1
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