

## Inspection report for early years provision

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<b>Unique reference number</b>	EY389725
<b>Inspection date</b>	01/02/2010
<b>Inspector</b>	Rebecca Johnson / Mary Kelly
<b>Type of setting</b>	Childcare on domestic premises

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## 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.

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## Description of the setting

The childminder was registered in 2001 and re-registered as Care4urkidz in March 2009 to provide childcare on domestic premises where a minimum of four people work together to deliver the childcare. The setting operates from three rooms on the ground floor of the providers home and is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The setting is open 24 hours a day, seven day a week, all year round.

A maximum of 23 children within the early years age range may attend between 6.00am and 10.00pm and six children in the early years age range for overnight care. There are currently 16 children in the early years age range on roll who attend for a variety of sessions. Older children can also attend. Children have access to an enclosed garden for outdoor play. The provider has two dogs, who children can have contact with if parents request. They have their own separate outdoor and living areas.

The setting currently supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

A total of eight staff work with the children, seven of whom hold, or are working towards obtaining, a childcare qualification. The provision receives support from the Local Authority and works in partnership with other practitioners.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Practitioners are dedicated, enthusiastic and work very well-together to create a homely and totally child-centred environment for all children. The use of robust and extensive in-depth risk assessments ensures children safety is maintained at all times. Children make excellent progress in their learning and development, and the use of learning journals, which are further enhanced by individual digital photos and video excerpts, provide parents with a more detailed snapshot of what their children do whilst in the setting. The setting is wholly inclusive and each child is valued and respected. Practitioners establish and maintain excellent partnerships with the parents to ensure that the individual needs of all the children are very well-met. There are systems in place to monitor and evaluate the practice within the setting to ensure that continuous improvement is sustained.

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

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

- developing further the use of the outdoor play area and equipment.

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

Children are extremely well-safeguarded because practitioners fully understand their roles and responsibilities in protecting the children in their care. There are rigorous policies and procedures in place, and staff's knowledge of Local Safeguarding Children's Board (LSCB) procedures are highly effective, due to training they have received. Procedures for vetting and assessing the suitability of practitioners are stringently implemented. The premises are bright, cheerful and welcoming, and children's creative work and photos are displayed throughout to further enhance this. In-depth risk assessments, which cover all areas and equipment, enable children to move freely and safely within the setting. Extremely good use is made of the premises. Practitioners are very well-deployed, and an extensive range of resources further supports children's individuality and decision making. In-depth documentation and exhaustive policies and procedures enhance the excellent practice and ensure the safe and efficient management of the provision.

Practitioners are committed to ensuring that the unique needs of each child are identified and met. The provider aspires to provide high quality child care and regularly reflects on the practise within the setting. This ensures continuous improvement is sustained and further enhances a setting that already meets the needs of all children extremely successfully. Although not a specific weakness the garden has been identified as an area that the provider would like to improve and develop. High priority is given to developing staff's knowledge and expertise through training.

Practitioners work very well in partnership with parents and other agencies in order to develop a consistent approach in meeting children's needs. Parents are welcomed into the setting and their views are actively sought through the use of questionnaires. Parent's comments are positive and say that children love the setting as a home from home and receive an excellent level of care and support. They especially value the learning journals which they take home to share with other family members. The good communication between practitioners and parents helps to promote children's care and learning and helps new children to settle well.

## **The quality and standards of the early years provision and outcomes for children**

The setting is totally child orientated and practitioners strive to ensure that children have fun and enjoy all aspects of their time in the setting. Children thoroughly enjoy and benefit from the excellent balance of adult-led activities and child-initiated opportunities. Practitioners know each child exceptionally well. Parents are asked to complete an Early Years Foundation Stage passport before children start, which requests considerable information regarding their child to ensure practitioners have a good understanding of individual children and how they can effectively meet their needs.

Children are making exceptionally good progress in all areas of learning and development. They are fully supported in their learning by knowledgeable practitioners who extend activities and encourage children to think and make decisions for themselves, for example, when mixing water in the sand to make sand castles. Planning and assessment processes in line with the Early Years Foundation Stage framework have been implemented and practitioners work closely with the provider to ensure that all areas of learning and development are covered. Learning journals, which record children's progress using photographic and digital evidence, have been implemented. Observation and children's personal choices are used to develop planning and identify children's next steps. This ensures that all children enjoy, achieve and move forward at a pace suitable to their individual needs.

Children are extremely confident and very well-settled in the setting. They eagerly participate in an extensive range of exciting and stimulating activities which cover all areas of learning. Literacy skills are enhanced through the use of variety of resources, for example, alphabet puzzles, showing both upper and lower case letters which children match, alphabet pots and an I spy bag, help children to link sounds to letters and name the letter that words begin with. Children specifically enjoy looking at books with the use of story sacks and puppets. They enjoy musical activities where they move to music and dance, play instruments such as tambourines and maracas and often sing spontaneously during their play.

Children's behaviour is supported through clear and concise behaviour management strategies. Practitioners act as positive role models. They foster children's self esteem and offer praise and encouragement at all times. The use of certificates and stickers reinforces positive behaviour. Children understand the importance of following simple hygiene routines. They understand the importance of washing their hands before eating or after messy play. They are very well-cared for if they become sick or have an accident, and there are stringent procedures in place to protect them from infection. They enjoy healthy home cooked meals and snacks, such as pasta dishes, fish, roast dinners and nut roasts served with a variety of fresh vegetables.

The setting is wholly inclusive and all children are welcomed. Activities are totally accessible and a range of resources and activities help children to learn about diversity and the wider world. They access festival bags which contain artefacts relating to other faiths, for example, Buddhists, and regularly celebrate festivals such as, Diwali, Chinese New Year and Eid. Children are beginning to understand about staying safe as they practise evacuation procedures and learn about stranger danger and how to cross the road safely. They are helped by supportive and caring practitioners to feel secure and safe in their environment.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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