

Inspection report for early years provision

Unique reference number	EY389947
Inspection date	25/11/2009
Inspector	Linda Filewood

Type of setting	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

Oakwood Acorns Ltd provides childcare on domestic premises in Roundhay, a suburb of Leeds close to shops, parks, schools and public transport links. They also provide childcare from two other addresses in the same locality. The whole ground floor and front bedroom of the registered premises is used for childcare and there is a fully enclosed garden for outside play. It is open each weekday from 8am to 6pm for 50 weeks of the year.

The provision is registered to care for a maximum of 10 children under eight years at any one time. There are currently 12 children from birth to under five years on roll, some in part-time places. The provision also offers care to children aged over five years to 11 years and is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

There are four members of staff, all of whom are registered childminders with appropriate early years qualifications. Staff collect children from the local school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled within the welcoming environment and benefit from the close relationships that the staff foster. An effective information sharing system with parents and monitoring system by staff and senior management, clearly identify and address the needs of each child. Overall, children including those with English as an additional language, receive good support from the staff team and make good progress in their learning and development. The environment is generally safe, the premises are very secure and children's good health and welfare is promoted well. The provider has robust strategies and systems in place to effectively drive and secure improvements to the practice and provision. However, the manager does not yet lead or encourage staff sufficiently to independently reflect on their practice, in order to fully contribute to the provision's continuous development.

What steps need to be taken to improve provision further?

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

- support staff to understand and use the Early Years Foundation Stage framework to assist in identifying learning and development experiences that are challenging and tailored to meet children's individual needs
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will continue to improve the quality of provision for all children
- ensure dangerous substances are not accessible to children in the toilet

- continue to develop resources, particularly in the children's home language to further promote children's awareness of diversity.

The effectiveness of leadership and management of the early years provision

Staff have a good knowledge and understanding of child protection issues and procedures, they protect the children well. The provider follows extremely robust procedures before employing new staff and allowing them to work with the children. This has a significant impact on safeguarding the children's welfare. The manager deploys staff well and makes sure they follow good, clear routines, especially when supervising sleeping children, to help children feel safe and secure. Detailed written risk assessments cover all areas of the environment, including outings the children take. Children's safety is generally assessed daily to a high level. However, potential hazards, such as bathroom cleanser on a toilet window sill, are not always removed before children enter. The wide range of clear policies and procedures that staff follow, fully support the children's welfare, care and development. Parents are clearly aware of these and of any changes to policy as the provider seeks their opinion first. This keeps parents extremely well informed about the care their children are receiving. Staff accurately complete all required records and securely hold children's personal details, including those stored electronically.

The partnership with parents is excellent and the positive, friendly relationships significantly impact on children's care, learning and development. Parents receive good quality information through an excellent variety of ways, including very detailed information about the child's day. This helps to make them fully aware of how their child is progressing and their daily activities. The provider actively gathers information from parents about their child before they start at the setting and seeks their views regularly throughout their time there. Parents state that they like the family atmosphere of the setting, the daily outdoor play in the fresh air and are appreciative of the extremely good support when settling their children. Children benefit greatly from the parents involvement in the provision, especially when they bring resources such as pictures to display that staff can use to raise children's awareness of diversity. Staff collect children from the local school where they have long established relationships. They ensure that they pass on all messages from school to parents and extend school topics, such as road safety on the journey home. This provides children with good continuity in their care and learning. Children moving onto school from the provision receive excellent support in making a smooth transition to the new provision.

The manager of the setting is beginning to put into practice knowledge gained through a team manager training course. She receives support from the provider and other senior managers but lacks confidence in developing her own staff team, especially in maximising all learning opportunities. Thorough self-evaluation by the provider provides a very accurate assessment of the settings effectiveness. It clearly identifies targets that are well prioritised to have the greatest impact on the outcomes for children. Effective steps are in place to sustain the continual improvement of the provision. However, the manager does not effectively

contribute to this process or have systems in place to encourage her staff team to reflect on or evaluate their practice.

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

Children enjoy their time at the provision and all are progressing well in their learning and development. Staff are developing their use of the Early Years Foundation Stage framework to assist in identifying learning and development experiences that are suitably challenging for each child. They know the children well and are fully aware of each child's capabilities based on their starting points. Play opportunities cover all the six areas of learning, although written observations do not show an equal emphasis on all areas. Children are motivated, interested and involved in the wide range of play opportunities available to them. They play well together but are equally content to explore resources on their own. The setting rotates some specific resources with others within the group. This gives children good variety in their play and the provider good value for money in its purchases, this also allows funds to be available for other projects. Staff engage well with the children to support their development and they generally extend their learning well. Younger children, for example, push buttons to play a musical rhyme, concentrate on the noise and point to their ear to show staff they are listening. Staff encourage them to press other buttons to see what else happens.

Staff respond well to information from parents about their child's interests and development. For instance, they continue to support children's independence in dressing themselves at home by ensuring dressing up clothes are prominently displayed and easy for them to manage. All children enjoy playing outdoors and their imagination is promoted well. Older children use a rope to join two crates together and then jump skilfully over it before adding a plank of wood to the crate to carefully balance on. Children learn using all their senses. They listen with staff to the noise the wind and rain makes on a large plastic sheet, held in the air between them, before working cooperatively to bounce a ball on it. The enjoyment of their outdoor play is brought indoors as they use number and identify colours when talking about the insects they saw in the garden. Older children speak very clearly, whilst younger children and children who have English as an additional language are developing good language skills. Staff support them well and make sure they fully understand what the children are communicating. They repeat words so that children become familiar with them but there is little print in the setting to reflect the children's home language. Children show a good interest in books and younger children enjoy a quiet time reading a story with a staff member when they have just woken from sleep.

Children are comfortable, secure in their daily routines and know, for instance, why they must line up to wash their hands before they eat. The provision promotes a healthy eating lifestyle and menu planning reflects this very well. Staff interact well with the children throughout the day which helps the children develop high levels of independence in all aspects of their personal care and play. Children behave well due to staff's clear, age appropriate reminders about sharing and the effective use of praise and encouragement.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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