

Inspection report for early years provision

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EY392980

Inspection date

06/10/2009

Inspector

Lisa Paisley

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

Fidgety Fingers is registered as childcare on domestic premises and opened in 2009 and the provision operates from a self-contained annex adjoining the owner's home in a rural area of Hastingwood, near Harlow, Essex. All areas used by the children are on the ground floor. There is a secure garden for outdoor play and this includes a covered area providing outside play all year round. Opening times are from 08.00 am to 06.00 pm Monday to Friday, term time only.

When providing childcare on domestic premises the provision is registered for a maximum of 12 children under 8 years at any one time and there are currently 16 children in the early years age group. The provision drives to local schools to take and collect children. The setting supports a small number of children who have special educational needs and/or difficulties.

This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The provision employs five staff, the manager holds a Bachelor of Arts Early Years Degree and appropriate early years qualifications are held by all the other staff. One staff member is currently working towards a recognised early years qualification. The setting receives support from the local authority and Pre-School Learning Alliance and Essex Special Educational Needs Unit.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children benefit immensely from the exceptional knowledge and understanding the staff have of the Early Years Foundation Stage (EYFS). Routines and activities are skilfully organised with a strong focus on building on children's individual interests and needs. Effective partnerships with parents and other agencies have been established, ensuring successful continuity of care to support the whole family. Very high standards of cleanliness and extremely effective safety procedures are maintained throughout the provision. There is a very strong ethos of reflective practice which leads to continuous innovation and improvement, this ensures that children thrive as staff consistently monitor and evaluate what they do.

What steps need to be taken to improve provision further?

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

- enhancing self-evaluation systems to include both children and parents' comments.

The effectiveness of leadership and management of the early years provision

The manager and deputy have a strong commitment to providing the best possible outcomes for children as they passionately believe in striving and maintaining exceptionally high standards of childcare. Documentation is successfully organised, promoting an efficient and safe management of the provision. Policies and procedures that are individual to the setting are robust and fully support the practice of the staff team. Children are safeguarded because the provision has a detailed child protection policy and clear flowcharts detailing the procedures to take if there are concerns regarding a child's well-being. Staff recruitment and induction procedures are in place and they are robust and effective, regular reviews are undertaken assessing staff's suitability. Children are well-protected because staff undertake thorough risk assessments each day to ensure that any potential hazards are removed or made safe. Staff are extremely vigilant about the security of the children. Arrival and collection procedures are efficiently implemented; this includes recording and monitoring all visitors at the provision.

Children are very much at the heart of all that matters in the setting and every staff member strives to provide very high quality care and learning. The staff team is well trained as there is a strong commitment for continued professional development, driving and embedding continuous improvement. There are clear action plans and exciting planned developments such as developing further the exciting garden area for children. Ample space is provided for children to explore in hygienic and safe conditions and a great deal of care and thought is put into the provision. The weather-proof decking area provides children with outdoor play all year round, it is visually stimulating for children with lots of natural light and materials for example, autumn leaves on one side of the outside wall. There is also an exciting range of exceedingly high-quality resources and equipment. Self-evaluation is in place and is effective in identifying strengths and areas for development, staff are included in the self-evaluation, however, as yet this does not include children's and parents' comments.

The management and staff recognise the value and importance of fully including the parents as it is integral to the well-being of the children in their care. The procedures for involving parents and keeping them informed of their children's development are comprehensive and very effective. Parents' views are actively sought through questionnaires or discussions, there are comprehensive written daily feedback sheets for parents and they are invited to attend special events, for example, the sponsored toddler walk. Parents are very keen to express their satisfaction and say they are delighted with the care and education their children receive, they particularly value the exclusivity of the provision, being that of a childcare setting within a home environment. Good links have been developed with nearby primary schools, which results in children settling into reception classes with confidence.

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

The provision for promoting children's learning and development is excellent. Children are exceptionally happy and thoroughly enjoy their time at the setting. They relish the opportunity to choose between indoor and outdoor play and consequently, there is excitement and sustained curiosity about their play and learning. Staff have high and realistic expectations for each child and the children rise exceptionally well to the challenges presented to them. Children show high levels of curiosity as they plunge into new malleable and sensory experiences and also demonstrate a great deal of pleasure playing with well-loved favourites such as sand and water play. They go on extensive nature walks, where children have to opportunity to see peacocks, horses and a range of insects and local wildlife. Children learn about the wider world as they play with a culturally rich variety of play materials, including books, puzzles, dolls, and play people.

The promotion of children's rights is at the heart of the provision, as children are able to play, explore and learn at their own pace. Staff ensure all resources and activities are available to all children, this includes children with communication difficulties and routines are organised to meet children's individual needs and interests. There is a strong focus on children's personal, social and emotional development and routines are based around children's individual needs and developmental progress, consequently all children are very secure and thrive in the provision. Staff consistently put children's individual needs and interests first. Children are respected, treated with concern, and consideration is given to all those at the provision. Therefore children behave well and understand what constitutes right and wrong. They strive to do their best and to be friendly and care for others. The staff have a positive, consistent approach. They take account of each child's level of understanding, have realistic expectations, speak respectfully to the children and encourage politeness and good manners at all times.

Staff maintain detailed informative records of progress and assessment of individual children's achievements is very good. Clear learning priorities are set for improvements and these include specific targets for those with special educational needs and/or disabilities. Planning takes account of each child's interests and abilities and provides a broad and balanced range of activities across the six areas of learning. Children do very well and develop their capacity for more in-depth problem solving, as early mathematical concepts are successfully weaved through daily routines, as a result young children count confidently up to ten and beyond. Children benefit because the staff make excellent use of the available resources. They understand that by setting out the rooms appealingly, children will be enticed into exploring and investigating. The outdoor environment is unique and exceptionally well-used, providing a stimulating resource through which all aspects of the curriculum are taught. The children particularly enjoyed playing in the pouring rain with umbrellas and showed great skill and dexterity in managing themselves and umbrellas safely.

Children thrive because very good attention is given to health and hygiene

routines. Children are consistently reminded to wash their hands when necessary. Nappy changing is hygienically and sensitively undertaken in a separate area away from the space used for play, sleep or eating. Children display an excellent understanding of how to keep themselves safe as they negotiate all areas of play safely and they know procedures when practising the fire drill. Children are given responsibilities in relation to their individual competencies; this includes helping themselves to snacks, pouring drinks and putting on their shoes. The older children helping to make picnic lunch and being involved in risk assessments, further developing children's understanding of personal safety and promoting healthy lifestyles.

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?	1
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
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

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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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