

Inspection report for early years provision

| | |
|--------------------------------|-------------|
| Unique reference number | EY347393 |
| Inspection date | 09/06/2010 |
| Inspector | Sara Bailey |

| | |
|------------------------|--------------------------------|
| Type of setting | Childcare on domestic premises |
|------------------------|--------------------------------|

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Chester's House childcare is registered as childcare on domestic premises in a residential area of Chard, Somerset. It registered in 2007 as childminding and has since developed into childcare provided by the owner, employing six members of staff. It is one of two childcare provisions run by the owner. The owner lives off site but his family live within the home. Childcare mainly takes place in the designated conservatories and adjoining room, with its own toilet and changing facilities for the children. They also have supervised access to the rest of the house, except the second floor. Children sleep in the families, children's bedrooms on the first floor, where there are also additional toilet facilities. There is a fully enclosed drive way to the front of the house and a small area to the rear of the house for outside play.

The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. They are registered for a maximum of 20 children under the age of eight years, of whom only 10 may be under two years at any one time. There are currently 50 children on roll in the early years age range and five children between the ages of five and eight years. The provision also cares for children over the age of eight years before and after school. The provision is also registered to care for up to two children for overnight care. They are in receipt of funding for the provision of free early education to children aged three and four years.

The setting is managed by an Early Years Professional Status (EYPS) manager. The owner, assistant manager and three staff hold a level 3 qualification in early years. One member of staff holds a level 2 qualification and working towards a level 4 qualification in early years. There is also a cleaner. The family have two cats, which the children have access to.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's learning and development is promoted very well but some aspects of the welfare requirements are not being met effectively, which compromises some judgements. For example, a lack of risk assessments and record of these. However, the impact on children is limited due to being appropriately supervised most of the time. Children's individual needs are understood and met effectively in all other aspects and inclusive practice is promoted well. The setting are very proactive at addressing weaknesses identified which shows a commitment to continued improvement.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- conduct a risk assessment of the whole environment, indoors and outdoors to minimise risks to children: to include each type of outing; maintain a record of these particular aspects and when and by whom they have been checked (Suitable premises, environment and equipment)

16/06/2010

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

- improve the recording of existing injuries to share with parents and further promote children's safeguarding
- ensure staffing arrangements are organised to meet the individual needs of all children at all times

The effectiveness of leadership and management of the early years provision

Safeguarding children is generally promoted well through staff's knowledge of child protection issues and procedures to follow. A designated person for safeguarding and her assistant have attended training and information is cascaded to staff through induction and policies. However, concerns and existing injuries are not adequately recorded and shared with parents. The main areas used by the children are generally safe and well supervised, although not all potential risks have been identified or included in the written risk assessment, such as the air conditioning unit. Other areas of the home accessed with supervision, are not included in the written risk assessment at all, which fails to address potential risks and ensure children's safety at all times, although impact on children is low due to the positive supervision inside. Likewise, only some outings are included in the written risk assessments, not all. During inspection, ratios of adults to children were not adhered to for outside play for a short period of time, although overall the ratios within the setting were maintained and this was rectified as soon as it was realised with improved deployment of staff. This meant that children were not fully supported in their outside play. Sleeping babies on the first floor are checked regularly by staff, alerted by a timer every fifteen minutes and through the use of a baby monitor in both of the bedrooms.

Staff's self-evaluation has not identified the weaknesses identified at inspection, which does not give an accurate picture. However, there are also lots of strengths to the provision, which the self-evaluation does identify. For example, the learning and development requirements of the Early Years Foundation Stage are implemented really well with each child's learning journey showing children's progress towards the early learning goals. Observation and assessment are used effectively to plan future activities to meet children's individual needs well. These are shared with parents on a daily basis, along with information on babies care routines and general setting information. This ensures a positive partnership with parents. Likewise, there are positive links with other settings and other agencies to help children make the transition into school and meet their individual care needs. Staff promote a welcoming setting for the children with wall displays and

attractively laid out resources both inside and outside. Equality of opportunity is promoted well through toys and posters. Staff sign with all of the children following training and support children with special educational needs or English as an additional language to ensure they make good progress.

Documentation other than the written risk assessments and existing injuries or concerns are all in place, clear and professional. For example, children and staff's attendance is accurately recorded, policies are in place, shared with parents and just in the process of being reviewed. The registration certificate is clearly displayed. The accident and medication records are countersigned by parents and any medication is only given with written consent, which shows ongoing improvement as this was raised as a recommendation at the last inspection.

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

Children are learning about safety through discussion and positive role modelling from staff. For example, they understand that they only play outside once the gate is padlocked and that the main door is locked and that they need to wait for staff at the door before going outside. Children learn how to use tools safely, for example, cutting up fruit with plastic knives proves to be inefficient so they are supported on a one-to-one basis to use sharp kitchen knives, which enable them to achieve their aim. Children feel secure at the setting due to an effective key person system and in their absence a caring replacement who is familiar with their routines. For example, the key person of a fairly new baby to the setting shows another member of staff how the baby likes to be put down for a daytime nap before she goes on leave. This ensures the babies individual needs are met effectively and they settle to sleep feeling safe. However, as some areas of the home are not risk assessed there are some minor potential hazards to children, which has the potential to compromise children's safety.

Children develop a positive attitude to good health through exercise and good hygiene practices. For example, they routinely know to wash their hands before and after eating and after using the bathroom. They use liquid soap and paper towels to prevent the risk of cross infection. They also learn from good role modelling from staff, who wear disposable gloves when changing nappies and wipe tables with anti-bacterial spray before and after meals. Children have easy access to drinking water from either beakers brought from home or a pump operated thermos flask in the room, which encourages independence. Children benefit from healthy snacks such as fresh fruit in the morning chopped up by their peers or bread sticks and dried fruit after school. Packed lunches or food to heat is provided by parents and staff work with them to ensure this is healthy. Children enjoy being physical outside in the garden on wheeled toys or at the local park or green. They also enjoy dancing and being active inside to music.

Children enjoy and achieve in all they do. Activities are planned with individual children's needs in mind, which engages them and helps them to make good progress. Every child has a small observation completed on their learning and development every day, with a photograph to bring it alive for parents. The

assessment is linked to the six areas of learning and monitored by the manager to ensure all areas are equally promoted. They identify the child's next steps and is used effectively to influence future short term planning. Children enjoy lots of interaction with staff, a mixture of adult led and free choice activities and a range of inside and outside activities. For example, they enjoy playing outside exploring pebbles, seaweed and shells, with adults asking questions to encourage them to problem solve. They routinely count, add and subtract whilst playing with dough due to effective adult support.

Children of all ages benefit from being cared for in family grouping with their peers and siblings. They develop their independence and learn social skills from each other, which build on skills for the future. Children's behaviour is positive and they benefit from lots of praise and encouragement. Children who are upset are very well understood by all staff and they work hard to support the child until settled once more. Children learn about turn taking and sharing through discussion and activities.

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? | 3 |
| 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? | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| The effectiveness with which the setting deploys resources | 3 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 3 |
| 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 | 2 |

The quality of the provision in the Early Years Foundation Stage

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 3 |
|--|---|

Outcomes for children in the Early Years Foundation Stage

| | |
|--|---|
| Outcomes for children in the Early Years Foundation Stage | 3 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 3 |
| 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 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- undertake a risk assessment of the premises and equipment to ensure all necessary measures are taken to minimise any identified risks (Suitability and safety of premises and equipment) (also applies to the voluntary part of the Childcare Register) 16/06/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register report (Suitability and safety of premises and equipment) 16/06/2010