

Chapter One Childcare

Inspection report for early years provision

Unique reference number	400086
Inspection date	11/07/2011
Inspector	Elisabeth Wright
Setting address	The School House, Farnley Lane, Farnley, Otley, West Yorkshire, LS21 2QJ
Telephone number	01943 461161
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Type of setting	Childcare on non-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

Chapter One Childcare is a privately owned provision and was registered in 1998. It operates from a converted house within the premises of Farnley Church of England Voluntary Aided Primary School in Farnley, near Otley, North Yorkshire. The children have use of two rooms on the ground floor and two rooms on the first floor that are accessed by a flight of stairs. Children have access to a secure enclosed outdoor play area. The setting is open Monday to Friday from 8am to 6pm all year round except for bank holidays and the period between Christmas and New Year. Children attend for a variety of sessions.

A maximum of 19 children, aged from birth to eight years, may attend the setting at any one time. There are currently 44 children on roll, all of whom are within the early years age range. The setting provides funded education for three and four year olds and supports children with special educational needs and/or disabilities. The setting is registered by Ofsted on the Early years Register and the compulsory and voluntary parts of the Childcare Register.

There are six members of staff, including the manager, who work directly with the children. All of the staff hold an appropriate qualification at level 3 in early years. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled, happy and confident in this welcoming and inclusive setting. The emphasis on their individuality ensures that every child is included and supported. Well developed relationships with parents and carers ensure information is shared to the benefit of the children. Overall, secure practices, procedures and staffing arrangements safeguard and promote children's welfare. Good use is made of space and planning systems are effective which ensures that children are engaged in purposeful activities which enhance their learning. Significant improvements since the last inspection, demonstrate the setting's positive attitude to reflective practice and continuous improvement.

What steps need to be taken to improve provision further?

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

- maintain a record of aspects of the environment that need to be checked on a regular basis, identified through risk assessment, including when and by whom they have been checked. (Suitable premises, environment and equipment)
- 12/07/2011

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

- review the deployment of staff to ensure that it is flexible enough to respond to the flow and movement of children both indoors and outside.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded well by a thorough recruitment process that ensures the suitability of the adults caring for them. Staff have a clear understanding of their roles and responsibilities with regard to safeguarding procedures. Most of the necessary policies and procedures are in place and followed to protect the children's wellbeing. For example, staff are vigilant in completing the children's register to ensure accurate times of attendance are recorded. Detailed risk assessments are conducted annually and staff carry out daily visual safety checks to ensure that the environment is suitable. However, a record of aspects of the environment that need to be checked on a regular basis, including when and by whom they have been checked is not in place. This is a requirement of the Early Years Foundation Stage.

High levels of staff retention are maintained through good management of the setting and children benefit from the warm, relaxed atmosphere this creates. They are consistently supervised as ratios within the setting are maintained overall. However, the deployment of staff is not always flexible enough to respond to the flow and movement of children both indoors and outside. Resources are good, fit for purpose and support children in their development. The setting has a strong commitment to continuous improvement. The manager and staff successfully use self-evaluation process to ensure that improvements have a positive impact on the children's experiences. For example, the garden area has been developed to provide a rich and varied learning environment. Recommendations raised at the previous inspection have been fully implemented and have led to improved outcomes for children.

Partnerships with parents are well established. They are included and informed through newsletters and questionnaires and opportunities are made for them to contribute to their own children's development files. Good partnerships with local schools and support networks ensure that information is effectively shared to enhance children's learning and development. This is particularly true for children with special educational needs and/or disabilities. The manager and staff actively promote equality and diversity in the setting by ensuring all children's individual needs are fully met.

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

Children are confident and secure. They enjoy the time they spend at the setting and make good progress in their learning and development. Planning systems are

based on observation and assessment of individual children, providing a successful balance between child-initiated and adult-led activities. This ensures that all children, including children with special education needs and/or disabilities, are effectively supported and included. All staff are skilful in using interaction to support learning through open questions and suggestions. A rich, stimulating and challenging environment is provided both indoors and outside. As a result, children are able to make their own choices, by accessing resources and taking calculated risks. Children behave well and develop a good awareness of rules that support their own safety. For example, they clearly understand the need to take turns on the climbing rock and the length of time they can play on the computer. Established routines, explanations and procedures ensure they develop a secure understanding of keeping healthy. Children of all ages benefit from time spent together and shared mealtimes that create a family atmosphere. Younger children benefit from positive role models and older children learn to protect and care for the younger ones. For example, by making space for them to play with the water trough and holding their hands when climbing.

Children of all ages are confident to communicate their needs through speech, actions or gestures. They develop good listening skills because staff listen to them. Older children can articulately explain how the room and different play areas are laid out and the daily routine. A good range of words and labels are displayed and all children have access to welcoming book areas. Consequently, older children are confident in their early writing attempts, proudly writing labels for the growing area. Numbers are displayed throughout the setting and daily routines, such as laying the table, are used effectively to promote children's counting skills. Children confidently use language to describe number, volume and weight in their play. They develop a good knowledge and understanding of the world around them. For example, they plant seeds and observe what they need to become fruit and vegetables which are then harvested and eaten. The commitment the setting has to equal outdoor and indoor play ensures that children develop their large muscles and coordination skills whilst climbing and digging. A varied range of creative opportunities are available to allow children to develop their imaginative skills. Such positive experiences help children develop skills for the future.

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	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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