

Inspection report for early years provision

Unique reference number	EY421862
Inspection date	28/07/2011
Inspector	Sandra Williams

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

Little Rascals has been registered since January 2011 and is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It provides childcare on domestic premises and is led and managed by the owner who works with three members of staff and a student. It operates from the domestic premises based in Troutbeck Bridge, near Windermere in Cumbria. There are shops, schools and parks a short drive away. The children have access to the playroom, the lounge, the dining room and part of the kitchen. There are also two bedrooms available for children who need a sleep during the day. The children also have access to an enclosed outdoor play area.

The facility is open from Mondays to Fridays from 7.30am until 6.30pm, for 51 weeks of the year. A maximum of 24 children under eight years may attend the facility at any one time, of whom, no more than 24 may be in the early years age group. There are currently 50 children on roll, of whom, 39 are in the early years age group. Two children are currently in receipt of funding for early years education. The setting supports children with special educational needs and/or disabilities and children who have English as an additional language.

There are four members of staff who work with the children, two of whom hold appropriate early years qualifications to a minimum of National Vocational Qualification Level 3. They are now working towards a degree in Integrated Care and Education for Children and Young People. Two members of staff are also planning to work towards relevant qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very much respected as unique individuals at this homely and welcoming childcare setting. The children enjoy a wide range of exciting activities and are making good progress towards the majority of the early learning goals. Documentation is well organised and includes most of the required information. Partnerships with parents are excellent. Partnerships with other agencies and other providers of the Early Years Foundation Stage are also effective in successfully promoting children's welfare and learning. The manager and staff have a commitment to continuous improvement and are constantly self-evaluating their practice and striving for excellence.

What steps need to be taken to improve provision further?

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

- review the complaints policy to include the new contact number for Ofsted and ensure that the daily record of attendance includes the staff present each day

- increase children's opportunities to develop independence skills at meal times and increase their opportunities to freely access a wider range of mark making materials.

The effectiveness of leadership and management of the early years provision

Children are extremely well safeguarded due to the vigilance and commitment of the staff group. They make sure that they keep their knowledge about safeguarding issues up to date by attending regular training courses. They are extremely clear about the indicators of abuse and the procedures to follow should they have any concerns about any of the children. There are thorough safeguarding policies and procedures in place which are shared with parents. Children are safeguarded by robust recruitment and vetting procedures, including Criminal Records Bureau checks, ensuring that all staff are suitable and safe to work with children. Detailed risk assessments are undertaken to ensure that the premises is extremely safe and free of hazards. The setting has good security systems in place which keep children safe and secure. Emergency evacuation drills take place regularly to ensure that all children are fully aware of the procedures to follow in the event of an emergency. A full set of comprehensive policies and procedures are regularly reviewed and conscientiously implemented by the staff. The complaints policy, however, has not yet been updated to include the new contact number for Ofsted. The record of attendance is completed daily and includes details of the children and the times of their attendance. However, this does not include the details of the staff present each day, although, this information is kept in a separate folder.

The manager and staff strive for excellence in all they do. The self-evaluation process is well established and all parties with an interest are included in the process, for example, staff, parents and children. The manager makes good use of resources, including training opportunities, to meet the needs of the children. Staff morale is very high as they work well together as an established team in a positive and happy environment. The deployment of staff and resources is good. Children thoroughly enjoy playing with a wide range of exciting, stimulating and imaginative resources, both inside and outside. The resources are easily accessible to the children so that they can make choices throughout the day and they are well supported by the staff. Equality and diversity is promoted well by the staff. They are effective in ensuring that all children are well integrated and the development of the children in relation to their starting points is good. The staff work very closely with parents of children with special educational needs and/or disabilities. They are very well supported by skilled and nurturing staff. The setting is rich in resources and positive images of cultural diversity and the children enjoy creating a folder full of pictures and photographs to help them learn, respect and celebrate differences.

The staff have excellent relationships with parents and carers, who are made to feel extremely welcome. Parents are very well informed about all aspects of their children's achievements, well-being and development. They are fully involved in the assessment of their children's progress and are encouraged to share

information about their children's achievements at home, as well as celebrate their achievements at the setting. Parents comment on the excellent care provided to the children and describe the standard of care as 'second to none' and the 'best nursery ever.' Partnerships with others, such as health professionals are well developed and are highly effective in supporting children and their families. The staff have also established very good links with staff at the local schools. They share information about the children and they coordinate activities and themes so that there is continuity in the children's learning. The strong links help with the smooth transition of the children when it is time for them to move on.

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

Children thrive in this homely and happy setting where they are nurtured and encouraged to develop their self-esteem and confidence. The children have excellent opportunities to adopt healthy lifestyles by taking part in a fantastic range of physical activities. Children thoroughly enjoy swimming, ballet, yoga and tennis lessons. They also become really excited when the Zumba lady calls to lead a dance and mime session with them. They march and take turns to dance in the middle of the circle and they learn that exercise is fun. They also learn the importance of cooling down and resting their bodies after exercise. The extremely well equipped outdoor play area provides them with wonderful opportunities to develop their physical skills, such as climbing and pedalling. They enjoy plenty of fresh air on the numerous outings to local parks and attractions in the area. Children are learning about sustainability as they grow their own vegetables and enjoy eating them for their meals. They show a good understanding of healthy eating as they enjoy nutritious home-made meals and healthy snacks and drinks. Children's independence skills are not fully promoted at meals times, as they do not always pour their drinks and serve their food. Children have a very good understanding of the importance of following good personal hygiene routines and they are aware of why they need to wash their hands at appropriate times. Children of all ages feel safe and happy as they enjoy close attachments and excellent relationships with the staff. They also enjoy visits from people in the community, such as a local police officer, who talks to them about safety issues. Children display high levels of confidence and self-esteem as they make choices and play exceptionally well independently and in groups. They show an excellent understanding of what standards of behaviour are expected and they apply these in order to keep themselves and others safe. They are taught from an early age to respect each other and to share toys and take turns.

Children are making very good progress in their learning and development due to the wonderful range of activities that are planned to meet their individual needs and interests. Regular observations and assessments provide staff and parents with information used very effectively to plan for children's next steps. They enjoy a wide range of books and are constantly encouraged to develop their language skills by communicating with the staff and their peers. They develop their mark making skills, however, the full range of resources, such as paints, are not always easily available for them to independently access. They begin to recognise their

names as they self-register and they write their names on their art work, which is proudly displayed. Children develop good skills in information and communication technology due to the resources, such as, cameras, computers and remote control toys. They learn about numeracy and problem solving by playing with the range of games and resources freely available to them. Children's creativity and imaginations are encouraged through dressing up, role play, art activities, play dough and dance and music. The children thoroughly enjoy trips out, for example, to a local butterfly house and they then draw and paint their own butterflies to display on the walls. Overall, children very much enjoy their time at this friendly and stimulating setting.

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	1
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	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	1
The extent to which children adopt healthy lifestyles	1
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