

Inspection report for early years provision

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Inspection date	20/09/2011
Inspector	Lilyanne Taylor
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

The Playroom registered in 2011. It is a privately owned setting and operates from the ground floor of domestic premises that are situated in a residential area of Ventnor on the Isle of Wight. The ground floor is used solely for children during opening hours as is the fully enclosed outdoor play area.

The setting is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. Registration allows care to be provided for a maximum of 20 children under eight years at any one time; all of these may be in the early years age range. Currently there is 23 early years age group children on roll. The setting is in receipt of funding for the provision of free early education to children aged three and four.

The Playroom operates Monday to Friday 7.30am to 6pm. They are open all year round closing only on Bank Holidays. Children's attendance may be flexible within these times.

The owner holds an early years qualification at Level 3 and works in the setting as the manager alongside the four staff she employs. The majority of staff hold an early years qualification at Level 3 and two staff are currently on training to enhance their existing qualifications; one is working towards achieving Early Years Professional Status and one is working towards gaining a Montessori Diploma.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for by a well established staff team who have a good understanding of each child as an individual which enables them to meet all children's needs effectively. Policies and most procedures required for the safe management of the provision are effectively implemented. An inclusive environment is provided and children are supported to make good progress in their learning and development across all areas. Ongoing evaluation and regular monitoring ensures areas for development are continually identified and acted on. This shows the setting is committed to maintaining continuous improvement for the benefit of the children. The recent installation of a sensory garden is having a positive impact on the learning and development children gain while outdoors.

What steps need to be taken to improve provision further?

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

- practice the emergency evacuation drill with all children and record details of any problems encountered in a fire log book and how they were resolved.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of child protection issues and their knowledge of the referral process is kept up-to-date through training and literature the setting receives. This means all children's welfare is able to be fully protected at the earliest opportunity. All adults working with children and those living at the premises have had their suitability to be around children confirmed by Ofsted. Security of the premises is given a high priority and all areas children access are safe. Records of risk assessment identify the areas of the premises that require regular checking and show the potential risks children may be exposed to while on outings and how these are to be managed. Emergency evacuation procedures are in place; however, these have not been practised or discussed with all children.

Children have access to a wide range of resources and equipment which is well organised, kept clean and maintained in a safe condition. They are able to independently access resources and make their own choice of activities they engage in which increases their independence and builds their confidence. Children are able to move freely indoors and outdoors and particularly like playing in the Yurt situated in the rear garden. The high ratio of staff and their effective deployment ensures children are very well supervised at all times.

The setting provides a home from home style environment, where all children are valued, respected and treated as individuals. The organisation of the provision is flexible and adapted as necessary to ensure all children are able to participate in the range of activities provided in a way that meets their individual needs. Children are beginning to learn about diversity in the world in which they live through discussion, activities and resources that provide positive images of difference such as books, posters and small world toys.

Each child has a key person who works in partnership with parents to ensure all children reach their full potential. The individual progress children are making is discussed with parents and what the plans are for their children's next steps in learning. A wealth of worthwhile information relating to children's care and education is available to parents via the notice board, newsletters, a welcome pack and the settings web site. This ensures parents remain informed and up-to-date with current issues, events and how they can support their children's learning at home if they wish. Staff operate an open door policy whereby they welcome prospective parents to visit the premises at any time without pre-arranged appointments. This demonstrates they are confident that the organisation and management of the setting is continuously meeting all children's individual care and learning needs. Parents express they are made to feel like a member of the family, kept well informed and are really pleased with the way the setting is organised.

Through the systems in place to appraise staff, areas for further professional development are highlighted. Staff regularly attend training to ensure their knowledge of childcare and child development remains up-to-date. Through self-

evaluation the setting is able to highlight their strengths and areas they wish to develop further; for example, their immediate plans are to attend Forest School sessions with the children which will enrich and build on the existing outdoor learning experiences children have. Through liaison with other agencies and professionals involved with some of the children staff are able to ensure the individual care and learning needs of all such children are known and met. Systems in place ensure children's transition into formal education is smooth.

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

Children show high levels of confidence and enjoy the time they spend in the setting. They show they have a good relationship with staff and are keen to share conversations with them. Staff take the time to listen to children and value what they have to say. Staff have a very good understanding of all children's individual interests and needs. They observe children while they play and use the information they gain to inform the planning of future activities. This ensures all children's progress is closely monitored and they are supported to make good progress towards the early learning goals in all areas of their learning and development

Children are very well occupied throughout the sessions. They generate their own learning by confidently choosing equipment and toys they wish to play with and the areas they wish to play in. Children enjoy playing in the Yurt and have knowledge that this is a type of home that Mongolian people live in. Here, they use their imagination well and engage in activities such as role play and dressing up. Children are beginning to develop their problem solving skills; they make a ramp for their small world cars and bikes by placing building blocks at an angle. Children enjoy cooking activities and are proud to show others the salt dough shapes they have made. During such activities children use spoons to weigh the ingredients and discuss the changes that occur during the making and cooking process. Babies form strong attachments to staff and are beginning to make choices about the resources they play with. They enjoy exploring the surroundings and the various textures and materials in a treasure basket.

All children's communication, language and literacy development is progressing well which helps to develop their skills for the future. They enjoy sitting with a member of staff to have a story read and practise their pre-writing skills using a range of media and equipment both indoors and outdoors. Outdoors children are reaping the benefits of their labour through the 'sensory garden' they helped to create, here; they are able to use their senses to smell and touch the flowers, leaves and vegetables they have planted, listen to the music of the wind chimes and watch the water flow from the water feature. Some children use this area when they wish to relax away from other children and sit on the swing to do so. Children's behaviour is good. They enjoy having responsibilities and are keen to help. Children are very sociable, play well together and share and take turns. They are learning good manners and encouraged to use words such as please, thank you and excuse me. Most children are beginning to learn how to keep themselves safe through guidance they receive from staff and their involvement in the

practising of the settings fire drill.

Children are encouraged to lead a healthy lifestyle and clearly enjoy being out in the fresh air. They play enthusiastically with the range of equipment provided and are developing good physical skills, such as balancing and climbing when they use the climbing frame and slide. Most packed lunches and snacks children bring in from home support the settings policy for encouraging children to eat healthily. Through discussion children are becoming aware of the types of food that are good for their bodies and the reason why some are not. Children are able to freely access drinks of water throughout the day thus ensuring they do not go thirsty.

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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