

The Old Potting Shed

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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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 Old Potting Shed registered in 2011. It is privately owned by joint managers and operates from the old potting shed within the grounds of Coombe Lodge, in Blagdon, North Somerset. The premises are self contained providing three playrooms, a kitchen and toilet facilities. Children also have access to a walled garden at the front of the property which is fully secured. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The group is open from 8am until 6.30pm, Monday to Friday, closing for two weeks at Christmas.

A maximum of 34 children under eight years can attend at any one time, all of them may be in the early years age range. Currently there are 46 children on roll, of which 24 are in the early years age range. The setting is in receipt of government funding for early education for three and four-year-olds. There are eight members of staff employed including three qualified teachers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are valued as individuals and included equally. As a result, children are making good progress in their learning. Overall, children are well cared for in an environment where most aspects of their good health are promoted. Most documentation is in place and information shared effectively with parents to support children's ongoing welfare. Self-evaluation is beginning to develop. This is to help ensure that plans for continuous improvement develop well.

What steps need to be taken to improve provision further?

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

- keep a fire log book detailing any problems encountered during emergency evacuation and how they were resolved
- improve hand washing procedures to prevent the spread of infection between children
- improve the two-way flow of information with parents specifically in relation to promoting more involvement in their child's learning.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded by staff who implement effective systems to help assure children's safety and well-being. Employment, vetting and induction procedures help to ensure staff are suitable. In addition, staff have a good

understanding of their child protection responsibilities to help safeguard children. Most records required for the safe and efficient management of the setting are well maintained. These include risk assessments that are reviewed regularly with effective action taken to reduce any identified hazard. However there is no log in place detailing any problems encountered when practising the emergency evacuation of the premises or how these are resolved. The use of time and resources is well managed by staff which means that children are able to plan, organise and complete their activities, whilst gaining security from the regular routine.

The small and consistent team of staff works efficiently in preparing a warm and welcoming environment. This includes a good range of resources within an enabling environment. The setting offers a service that is fully inclusive for all children and their families. Staff actively help the children to learn about the society in which they live and the wider world; for example, celebrations of festivals are built into the planning. The setting promotes equality and diversity in a natural way, which is meaningful to children. For example, children learn about Christmas in Poland and compare the celebrations to those they have experienced themselves.

Staff know the children very well and work with their parents to gain a thorough understanding of each child's background and needs through the use of "All about me" forms and discussion. However, staff have not explored how parents can be fully involved in supporting their child's learning and development. For example, through contributing to their child's learning journal or sharing their child's achievements at home. Staff develop good relationships with other early years professionals and settings that the children attend. As a result, there is a shared approach to children's learning enabling them to reach their full potential.

There are effective systems to monitor and evaluate the provision to enable staff, parents and children to be involved in the decision-making. Parental questionnaires provide them with opportunities to share their thoughts and ideas. As a result of parents' suggestions, staff now ensure that drop off and collection times operate more smoothly and children now have a designated area to leave their belongings. The management and staff continually reflect on the daily sessions and are committed to continually improving and developing the nursery. Staff regularly attend training and use the information gained to improve outcomes for children. Consequently, the capacity for the setting to maintain continuous improvement in the future is good.

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

All children learn and develop well in relation to their capabilities as staff have a good understanding of the Early Years Foundation Stage and use this well to promote their learning and development. The children enjoy their learning and are interested, motivated and well involved in their own choice of activity. For example, children strap the dolls into highchairs, cook food in the pretend kitchen

and dress up in different outfits. They then receive support from staff to develop their role play, some children pretending to be dogs and going for a walk in the park. Children play in the 'Chinese takeaway', they have containers to serve their noodles in and take it in turns to serve behind the counter. Good quality planning for individuals supports that each child is offered an enjoyable and challenging experience. Children are active learners, are able to be creative and think critically. They explore a good range of different materials through their senses, such as paint, shaving foam, rice and pasta. They listen to stories and eagerly join in music and song time. Older children are excited when they explore the grounds of the setting on a 'twilight walk'.

Children feel safe and effectively develop their understanding of issues relating to safety. Young ones benefit from many cuddles, which offer physical reassurance for their emotional well-being. Children's good behaviour towards others is encouraged through good role modelling by staff. Children are seen being kind to one another, for example, one child scooping up the rice from the table that another child had spilt. Staff readily praise the children for their kindness and as a result children are confident and have a high self esteem.

Children learn to understand and adopt healthy habits, such as good hygiene practices. They talk about why it is important to follow established hand washing routines; however they share a sink of water to wash their hands before meal times and use a communal towel to dry their hands, possibly posing a risk of cross-infection. Children are active and learn about the benefits of physical activity. Children gain good confidence to make healthy choices about what they eat and drink. They have independent access to drinking water and are regularly offered a choice of milk or water at meal times. The nursery provides a program of well-planned, purposeful play and exploration, both in and out of doors, with a good balance of adult-led and child-led activities that foster active learning. This means that children have good opportunities to take on responsibilities and play a part in the setting.

Children are polite and behave well as they join in and cooperate with each other, for example, to share construction materials and 'small world' toys. They make friends and value each other's differences as they learn about different cultures and beliefs through activities based on festivals and discussion with staff. Children develop good skills to use in the future in communication, literacy, numeracy and in information and communication technology. Children count in routine activities, such as counting the trains as they put them back into the box at tidy up time. Children pretend to talk on the telephone, with staff who repeat words back to them. This promotes their language and encourages them to develop their talking with others. Some children easily recognise numerals and are beginning to use mathematical language such as 'more' and 'less'. They are well prepared for transitions through developing competent self-care skills, for example, in personal hygiene and dressing. Overall, the nursery is well organised and resourced, with skilled staff who provide a stimulating play environment in which children are able to learn and develop through imaginative 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?	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	3
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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