

Inspection report for early years provision

Unique reference number	EY434495
Inspection date	10/02/2012
Inspector	Marion Maxwell
Type of setting	Childcare - 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.

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

Care with cuddles was registered in 2011. It operates from a detached house in Ryton. The provider is also registered as a childminder. Children have access to the whole of the ground floor, apart from the utility room and to bathroom facilities on the first floor. There is a fully enclosed outdoor area at the rear.

The setting is open Monday to Friday from 8am until 6pm, for 48 weeks of the year. Childminding takes place outside these times.

A maximum of 22 children under eight years may attend the setting at any one time. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare register. It also offers care to children aged over five years up to 12 years of age. There are currently 39 children on roll. Children attend for a variety of sessions and funded early education is available for two, three and four year olds.

In addition to the manager, who holds a level 4 qualification in early years, the setting has six child care staff, of whom, one holds a level 3 qualification and one a level 2 qualification. Two further members of staff are currently working towards a level 3 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for by staff with whom they have good relationships and who work together well as a team. This is supported by the gathering of information to enable the children's individual needs to be met. Resources and space are used well by the setting, so that children enjoy a range of activities to help them progress towards the Early Learning Goals. The setting is aware of the importance of working in partnership with parents and others, for the benefit of all children. The manager and staff evaluate practice and implement agreed changes to improve outcomes for children. Documentation is well organised and includes most of the required information.

What steps need to be taken to improve provision further?

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

- update the current safeguarding policy to include the procedure to be followed in the event of an allegation being made against a member of staff (Safeguarding) 24/02/2012
- name a deputy who is able to take charge in the absence of the manager (Staffing arrangements) 24/02/2012

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

- improve the systems for recording and maintaining risk assessments for outings, so that these are readily available to all staff
- develop further the use of observation and assessment by clearly identifying children's next steps for each area of learning

The effectiveness of leadership and management of the early years provision

Children are safeguarded and protected in the setting because the staff know what to do if they are concerned about a child. There is a named person with relevant training however, the current procedures do not include what to do if an allegation is made against a member of staff. All staff are appropriately vetted to check their suitability and receive an induction that includes safeguarding and health and safety procedures. There are effective risk assessments in place for the indoor and outdoor area, which are used for daily checks, thus, enabling the children to move safely around the nursery. Risk assessments for outings are completed however, these are not stored in a way that makes them readily available to all staff. During the day, staff ensure that the nursery is kept tidy to minimise any potential hazards for the children. Staff ratios are well organised with daily plans for staff deployment, so that children are properly supervised. However, there is not an officially named deputy to take charge in any absence of the manager.

The indoor environment is clean, light and well-laid out, to provide space for children to play with child-size chairs and tables for meals and craft activities. The lounge is used as a quiet room when needed for babies to sleep. Resources are stored and labelled so that children can make their own choices. The outdoor area has a decked area with a wooden playhouse and a patio with large play equipment, to enable children to develop physical skills. Staff are well-trained in childcare and use this to help them record observations of the children and to support them with their learning. These observations are used to provide regular summaries across the areas of learning. However, these are not developed into clear next steps for each of the six areas to improve further, the systems for planning for individual children's progress.

The setting evaluates practice through staff meetings and one-to-one sessions between staff and the manager, which enables all staff to have an input into the discussion of any proposed changes. As a result of this, there are plans to adapt the outdoor space to making the decking area more easily used for younger children. The required documentation, including policies and procedures, is in place to support children's welfare.

The setting has good relationships with parents. Regular newsletters and emails are used to keep parents updated about the setting. Information is obtained from parents at induction to help the staff meet each child's individual needs. Parents coming into the setting to collect children are given information about their child's day, along with craft items to take home. Children's learning journey files are

available for parents to see at any time and they are encouraged to take them home. This helps parents to be informed and involved in their child's learning and to support them. A diary is used for sharing information with parents, to ensure that parents are kept informed about their child's routine.

The setting has a good relationship with the local nursery class attended by some children. This is supported by the use of communication diaries. This helps them to meet the individual needs of all children, ensuring a consistent approach between the setting and the nursery class. For example, the setting is currently supporting the nursery with a behaviour management concern. There are policies and procedures in place to support equality and inclusion.

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

Children are very happy and settled in the setting. With the support of staff, they move confidently around the environment and make choices about what to do, which promotes their independence. Children converse with staff and visitors in a confident manner, asking and answering questions happily. Children arriving during the session settle in straight away and join in with the activities. They behave in a way that shows awareness of their own safety and that of other children. Regular fire drills teach the children what to do in an emergency.

Children are active in the setting and their physical development is supported by the provision of physical play equipment, both indoors and outdoors. The risk of cross-infection is reduced by good hygiene practices, including, hand washing before snack time. Sick children are excluded from the setting in line with the illness policy, which is shared with parents, thus, reducing the risk of other children or staff becoming ill. Children's awareness of their own health needs is raised at snack time with a range of healthy options and a topic on healthy eating.

Children enjoy their time in the setting with a balance between adult and child-led activities. They play independently with small world toys, developing their problem solving as they piece together a track way. Children learn to take turns as they all take part in a craft activity, making hand and foot prints with paint. Staff ensure that all children, including babies, can join in the activity, offering the support each child needs. Children's self-esteem is supported as they choose their own colour of paint and staff praise their efforts as they make footmarks along the paper. The children's communication skills are promoted through songs, stories and the conversations they have with staff. Staff make good use of open questions to encourage critical thinking in the children, for example, asking them for ideas, such as, what might come out of an egg. Children's numeracy skills are developed in each activity, for example, as they count their steps in the painting activity or compare the sizes of toy dinosaurs. Children develop their skills for the future as they use a computer and other technology toys.

Children behave well in the setting because staff support them with suitable explanations and the consistent implementation of the behaviour management policy. When a reminder is needed, the staff do this using explanations suitable for

the children's stage of development. They learn about their own culture and those of others, through the celebration of festivals, craft activities and other relevant resources. At snack time, the children sit together which benefits their social development and helps them learn about table manners. Their independence is encouraged, for example, as they take off their socks and shoes to make footprints with paint.

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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