

Chipmonks at Giggleswick

Inspection report for early years provision

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EY364261

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11/06/2012

Inspector

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Setting address

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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.

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

Chipmonks at Giggleswick is a privately owned nursery. It opened in 2008 and operates from the Mill House building, a converted two storey house in the grounds of Giggleswick Junior School. Children are cared for in five rooms of the building and have access to an enclosed outdoor play area. The nursery opens Monday to Friday from 7.45am to 5.30pm for 50 weeks of the year.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children aged from six weeks to under eight years may attend the nursery at any one time. There are currently 63 children on roll under five, some in part time-places. The nursery supports children with special educational needs and/or disabilities and those who have English as an additional language.

There are 10 members of staff, of these all hold early years qualifications to level 2 and 3. One member of staff has completed the Foundation degree in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning. Effective arrangements are in place to ensure every child is supported so that no group or individual is disadvantaged. Safeguarding procedures and children's welfare is effectively understood by most practitioners. Observation and assessments in place effectively ensure children's progress in learning and development. Partnership with parents are dynamic and partnerships with others are outstanding. The capacity of the provision to maintain continuous improvement is good.

What steps need to be taken to improve provision further?

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

- make sure all reasonable steps are taken to ensure that hazards to children indoors are kept to a minimum (Suitable premises, environment and equipment).
- 12/06/2012

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

- make sure all practitioners have an up-to-date understanding of safeguarding children issues and be able to implement the safeguarding children policy and procedures appropriately.

The effectiveness of leadership and management of the early years provision

Arrangements in place to safeguard the children are good. As a result, practitioners generally demonstrate an accurate knowledge in relation to the signs and symptoms of abuse and know where to find the safeguarding procedures. The provision has established clear management responsibilities in relation to child protection. Procedures are effectively in place to ensure all practitioners caring for children are fit to do so and systems in place for vetting are robust. Risk assessments are in place and effectively used as working documents. For example, the sharp edges on the furniture are covered to prevent children harming themselves and all dangerous toxic substances are inaccessible to children. However, not all resources made available for children to play with are safe. This is a breach of the specific legal requirements.

Leaders and managers have good systems in place to monitor the provision and parents are involved in evaluating the provision as well as the practitioners. As a result, clear strengths and weaknesses have been identified. For example, systems are in place to improve the garden and extend Information Communication and Technology equipment. The setting has a highly positive relationship with parents. For example, parents are heavily involved in their children's learning and consistently share in the observation and assessment process. Further to this a parent forum has been setup to further include parents in the decision-making of the provision. As a result, children are well supported and their learning and development is balanced equally between home and nursery.

The environment is conducive to learning, therefore, children achieve well. Resources, such as, posters that positively reflect disability are displayed at child height and toys and equipment that positively promote the diversity of the wider world are easily accessible and played with by the children. Arrangements in place to enhance practitioners development are good, the impact of this is seen in the care and learning of the children. The provision is highly committed to working in partnership with others providers of the Early Years Foundation Stage and have taken a lead role in this. For example, they have set up 'a community of practitioners,' where good practice is shared to enhance the learning and development of the children in their care.

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

Adult support children's learning and development very well. For example, children, make good progress in communication, language and literacy through listening to their favourite stories and talking excitedly about the illustrations in the story books. Children have good opportunities to independently choose what they want to play with and do so confidently. Some choose to do mark making and select colour pencils and paper. They happily make marks, with different colours and proudly show off their finished work. Babies have lots of opportunities to develop their communication skills as practitioners constantly talk to them verbally

and through sign language. The use of sign language and languages other than English are also used to extend all children's communication skills. As a result, children develop a good awareness of differences with regard to communication.

Children have constant opportunities to become absorbed in exploring their own ideas and enjoy playing in the home corner pretending to cook. They also explore colour and are beginning to differentiate between them. For example, children learn to mix the colour they want when making their 'Father's Day' cards. Through this they have learned that red and white when mixed together make pink. Children also have good opportunities to problem-solving and develop their skill in counting. For example, they solve the problem of which way the interlocking puzzles fit into each other and can count up to six independently. Planning includes children's interest and offers enjoyable and challenging activities across the areas of learning. For example, children learn about sustainability through growing their own vegetables and are learning about recycling. Observation and assessments are in place and include activities that are tailored to the needs and abilities of the children. As a result, children's individual learning needs are planned for.

Children, including babies display a strong sense of belonging. They are confident in the setting and know the routine well. Babies develop their early fundamental skills as they explore with interest the flaps and buttons of simple mechanisms from the activity sets. However, some activities in the under twos area are not well thought out. For example, children are provided with activities which includes polystyrene which break off into very small pieces and if swallowed can be hazardous. Children consistently develop a sense of how to stay safe, for example, they tidy away toys to prevent trip hazards. Children accurately learn about healthy lifestyles through nutritious meals and have constant access to outdoor play where they access larger apparatus to develop their large motor skills. Children over two adopt good personal hygiene routines and understand the need to thoroughly wash their hands with soap and water. They discuss this is to get rid of the germs that will make them ill.

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	1
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	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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) 12/06/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- also applies to the voluntary part of the Childcare Register (Suitability and Safety of premises and equipment). 12/06/2012