

Inspection report for early years provision

Unique reference number	EY388826
Inspection date	06/07/2012
Inspector	Linda Close
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.

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Description of the setting

Little Tinkers registered as a childcare setting on domestic premises in 2011. It operates from a house in a residential road in Hersham in Surrey. Children mainly use the playroom which opens into a conservatory and there are toilet facilities on the ground floor. A bedroom upstairs is used for sleeping during the day. There is an enclosed patio and garden area for children to use for outdoor play. The setting is open from 8am to 6pm throughout the year, closing only for Bank Holidays and for one week between Christmas and New Year. There are nine members of staff working at the setting and more than half hold relevant childcare qualifications and others are currently working towards early years qualifications. Little Tinkers is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 15 children under eight years of age may attend at any one time and all may be in the early years age group and no more than eight of these may be under two years at any one time. There are currently 22 children on roll, who are all in the early years age group. Some of the children attend full time and some part time.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are relaxed and they play happily in the setting which shows that they feel safe and secure. They are making good progress in their learning and development. Staff have established good relationships with parents and carers and they work well together to meet children's individual needs. Staff meet regularly to evaluate their work and their findings are realistic and accurate, overall. They are eager to make adjustments and improvements in their work and this includes taking effective steps to meet all actions identified at a previous inspection. Their enthusiastic approach to training and professional development shows that they have the capacity to secure continuous improvement.

What steps need to be taken to improve provision further?

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

- enhance the layout of the indoor area to provide more space for free movement particularly when all of the children are playing indoors together at the beginning of the day.

The effectiveness of leadership and management of the early years provision

A clear safeguarding policy and procedure document is in place and shared with parents. The staff are well informed about what to do if they have concerns about children's welfare in the future. Several members of staff have attended recent training which has refreshed their knowledge and understanding of safeguarding matters. Staff undertake detailed risk assessments for the premises and for outings and they also complete additional daily checks and regular emergency evacuation practices and their work contributes to children's safety.

Staff take part in a useful self-evaluation exercise and they share the knowledge and new ideas that they gain at training courses to bring about improvements in the provision. For example, they successfully put their training about behaviour management into practice and the children respond very well to their positive praise. Staff identified weaknesses in areas such as planning and record keeping and they have improved this aspect of their work through teamwork as part of their effective drive for improvement. They ensure together that planning and record keeping is done for all children even if their key worker is absent and this work helps them to provide activities that meet each child's learning needs.

The setting has a very wide range of good quality toys, books and resources indoors and outside. Staff label and store toys in low level boxes which children access easily to make independent choices. Staff rotate the toys from time to time to maintain children's interest. Children are cared for in pleasant surroundings which are clean and safe. The only time when space is not used to the full is for short periods when all of the children are indoors together. Staff find out about children's individual dietary requirements and any health issues at the time of registration and they make sure that children's particular needs are met. They also find out about children's home languages and they compile lists of useful words so that they can celebrate linguistic diversity with the group. Staff plan and provide a worthwhile range of activities that help children to learn about diverse cultural celebrations and the menu is adjusted to enable children to taste international cuisine.

Staff show a good understanding of the value of partnership working. They take advice from health professionals when required and they support parents by encouraging children to wear glasses if they need them. Staff liaise effectively with other providers. They talk to school staff at the time they collect the children so that they are aware of achievements and activities that take place in other settings and they can continue children's learning in their own setting. Parents comment that they are very happy with the childcare and learning opportunities provided for their children and they find the staff very calm and professional. Parents say they feel welcome and their point of view is respected by the setting staff. Parents are invited to take part in fun events and they talk to staff and take children's observation notes home on a regular basis so they are well informed about children's achievements.

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

Children's pleasant behaviour and their general air of contentment shows that they feel safe with the staff. Younger children show how relaxed they feel as they snuggle up to members of staff to take bottle feeds and they enjoy cuddles with staff as they play together. Staff take effective steps to make the setting safe for children which include risk assessments and daily checks indoors and outside. Strategically placed safety gates help to keep children away from the kitchen when hot meals are being prepared.

A skilful cook, plans and prepares varied meals on the premises in a clean kitchen area. She devises menus which change over a three weekly period and the meals she provides for the children are tasty and healthy. Care is taken to meet children's particular dietary needs and the children eat their meals with pleasure. Children learn about good personal hygiene through hand washing routines which include discussions about why hands are washed after using the toilet and before eating. They take healthy exercise every day in the garden which helps them to find out how to lead a wholesome lifestyle.

Staff speak clearly and they explain words to the children. They help children to learn appropriate language to describe the weather and the names of farm animals. They also introduce useful words as children build tall brick towers out in the garden including positional language and words linked to numbers, size and shape. Staff make good use of story sacks with interesting resources such as plastic ducks on blue fabric to catch children's attention and they show the children what happens when the ducks on the pond swim away one by one. Older children are gaining the skills that will help them when they go to school such as writing their names with correct use of upper and lower case letters. All children show that they are learning to listen when they enjoy skilfully told stories at story time.

Staff extend children's knowledge and understanding of the wider world through play with small world toys. Children benefit from handling real potatoes and from discussions in which they recall a recent outing to a farm where they saw pigs and other animals. They also gain first hand experience of how animals move and the sounds that they make when the provider lets her pet rabbits and chickens out into the garden to greet the children. Children put their learning about numbers and counting to good use in their shop play with the staff. They explore a good selection of battery operated toys and even the youngest children know how to press buttons to activate their toys.

Children paint pictures according to their own ideas and they learn to use scissors to snip paper. They pinch, squeeze and roll out dough which is good exercise for little fingers. Their art work and photographs of past activities demonstrate that they handle and explore a good range of media and art materials in their activities. At the end of their play the children are happy to help to put their toys away.

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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