

2nd Home Childcare

Inspection report for early years provision

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Inspection date	12/07/2012
Inspector	Karen Tervit

Setting address	Birtley Osteopathic Clinic, The Croft, Durham Road, Birtley, CHESTER LE STREET, County Durham, DH3 1LY
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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

2nd Home Childcare is owned by a limited company and was registered in January 2012. It operates from a separate building located within the grounds of The Croft in Birtley, near Gateshead. The nursery serves the local area and has strong links with local schools. The nursery is accessible to all children and there is an enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7am until 6pm. Weekend care is offered as and when required. Children are able to attend for a variety of sessions. A maximum of 26 children may attend the nursery at any one time. There are currently 39 children attending who are within the early years age range. The nursery also offers care to children aged over five years to 14 years. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for three- and four-year-olds.

The nursery employs eight members of childcare staff. Of these, one holds an appropriate early years qualification at level 2 and five hold a level 3 or above. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff work closely together as a team, successfully promoting children's welfare, learning and development through recognising and supporting the uniqueness of each child. Children enjoy their time in the setting, making good progress towards the early learning goals. Children's independent access to the outdoor environment is being developed. Overall, a wide range of policies and procedures effectively safeguard children. Highly effective links are in place with parents and other providers of the Early Years Foundation Stage. The setting is beginning to use self-evaluation and is committed and enthusiastic about developing their practice, resulting in the capacity to maintain continuous improvement being good.

What steps need to be taken to improve provision further?

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

- update the record of risk assessment to include any assessments of risks for outings and trips
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion which includes all staff, in order to identify priorities for development and improve outcomes for children
- enhance the opportunities that children have to freely experience the outdoor environment.

The effectiveness of leadership and management of the early years provision

Children's safety is promoted extremely well within the setting. Detailed written risk assessments are in place for all areas of indoors and outdoors and staff check all areas accessed by children daily. However, although there is a written outings policy and staff clearly assess risks when taking children out these are not included in the written record of risk assessments. Staff have a very clear understanding of their responsibilities in the area of child protection. There is a named staff member for safeguarding and detailed procedures are in place. All staff are aware of the procedures to follow should there be any concerns regarding a child's welfare and information is readily accessible. Appropriate vetting procedures are carried out for all adults who have contact with children. All members of staff hold current first aid certificates, so children are well protected in the event of a minor accident. A wide range of policies and procedures are successfully implemented to further support children's welfare.

The owner shows a good commitment to the professional development of her team, encouraging training in all areas. Regular staff meetings and individual supervision sessions, along with support from the local authority advisors, play an integral part in the development of the setting. This helps to promote good outcomes for children. Staff are given the opportunity to feed back to the team about training they have attended and are encouraged to bring new ideas to influence practise. However, other forms of self-evaluation are still being developed. The outdoor environment now includes an exciting wooden climbing frame, however other areas are very much work in progress, particular in relation to developing children's independent access to outdoors. Resources, space and staff are well deployed. Good use has been made of the two floors in the building with rooms being adapted to meet the developing needs of children, providing a wide range of activities and play opportunities for children to independently access. Detailed plans are in place to increase the opportunities very young children have to explore natural materials. Colourful posters, including positive images of difference and diversity and examples of the children's work, are creatively displayed. This results in children entering the setting with enthusiasm and interest, keen to get involved in an activity of their choice. Staff are committed to providing an inclusive environment, and although currently there are no children on roll with any special educational needs and/or disabilities, they do have previous experience and suitable links are in place with other professionals.

Partnerships with parents are good, with staff ensuring they keep them informed about their children's development and achievements. Opportunities for parents to provide detailed information about children's starting points in their learning are good and they are encouraged to add information as children progress and develop. Information is shared with parents on a daily basis both verbally and in writing. As well as sharing children's learning journeys, they also have access to an informative website, social network pages, notice boards, detailed information pack and newsletters throughout the year. Comments from parents are extremely positive, they state that staff are 'so warm and friendly' and that the setting is 'the best childcare any parent could wish for'. The setting has highly effective links with

other providers of Early Years Foundation Stage to ensure continuity of care for children attending more than one setting. For example, they successfully share behaviour management techniques and support children in the smooth transition into other settings.

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

Staff have warm and caring relationships with children. They have good knowledge of the Early Years Foundation Stage learning and development requirements, and planning, which is based on children's interests is in place to ensure that all areas of learning are covered. For example, children who are interested in the story about the bear hunt take teddy outdoors to do their own hunt. They make good use of individual files to record lively observations of the children, along with examples of their work and photographs. Successful systems are in place to identify next steps and ensure these are effectively used to inform planning for individual children. As a result, staff know children well and enable them to make good progress towards the early learning goals.

Children take great pleasure in exploring the outdoor environment in all weathers. They enthusiastically make muddy puddles, watching for worms, and make a home out of leaves for the snail they find. Older children develop good physical skills as they skilfully jump across the brightly coloured shapes and negotiate the new climbing frame. Babies have plenty of room indoors to practise their walking and crawling skills. Children eagerly make marks, using a variety of materials, such as paint, crazy soap and felt tip pens. Indoors children freely access books and stories in the comfy book areas. Staff sit with them as they listen attentively to stories. Many children enthusiastically join in with simple songs, stories and rhymes in Spanish during language sessions. Children confidently approach adults and involve them in their play. They receive good opportunities to develop their imagination. For example, they play at being waitresses in the cafe, do the ironing and make their own sock puppets. They learn to count as part of the daily routines and explore volume and capacity through sand and water play. A variety of small world resources, posters, dressing up and planned activities help to raise children's awareness of diversity. They are beginning to develop their information communication and technology skills, as they access programmable toys. This helps children to develop skills for the future. Children take part in a range of interesting and exciting outings. For example, they visit the Angel of the North, making and drawing their own 'angels'. They also visit the fire station where they learn about fire fighting equipment and the shops to buy the ingredients for baking activities.

Children's welfare is promoted extremely well. They demonstrate a good understanding of the importance of good hygiene and a healthy lifestyle through consistent daily routines, such as washing their hands before they eat and after using the toilet. Staff and children sit together chatting as they enjoy their healthy freshly prepared lunches. Children enjoy helping to tidy up, especially when going outdoors, and through the positive role models provided by the staff they are learning to share and take turns. They receive lots of praise and encouragement

throughout the sessions as well as certificates for jobs well done and new skills learnt. Staff are proactive in helping children to understand how to keep themselves safe for example, reminding them to be careful when moving around the indoor and outdoor areas. Children skilfully and safely negotiate the stairs.

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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