

Inspection report for early years provision

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Inspection date	20/07/2012
Inspector	Sally Hall
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

Buttercups Childcare registered to provide childcare on domestic premises in 2012. It operates from a private house in Torquay, Devon. Children have access to three playrooms and one upstairs room is used for sleeping. Children have use of an enclosed outdoor garden.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 14 children from birth to under eight years may attend at any one time. There are currently 19 children on roll, all of whom are in the early years age group. The setting is in receipt of funding for three- and four-year-old children. It is open each weekday, all year round, from 8am to 6pm. There are five members of staff who work with the children, four of whom hold early years childcare qualifications. The setting has two guinea pigs.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are very keen to learn and make highly impressive progress in all areas of their development. Comprehensive observations and assessments are used effectively to support planning and form children's next steps in their learning. Overall, children have an extremely enabling environment in which to play. Staff maintain excellent partnerships with parents and keep them extremely well informed of the progress their child is making. They work very effectively as a team and continually reflect on their practice. The staff team demonstrates an exceptional capacity for promoting continual improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing the garden further to provide additional opportunities for children to explore and use their senses

The effectiveness of leadership and management of the early years provision

Highly effective policies and procedures are in place to promote children's safety

and welfare. Supervision of children is exceptional and they have a great deal of space in which to play. Comprehensive risk assessments are completed and regularly reviewed. Daily checks take place prior to children's arrival each day to minimise any potential hazards. The staff have completed safeguarding training and are clear on the procedures to follow should a child protection concern arise.

Indoors, children are cared for in an extremely enabling and welcoming environment. The rooms are bright, well organised and provide an excellent range of interesting play opportunities. The garden is used well but has not been developed to quite the same high standards as the indoor environment. Experienced staff support children and work extremely well together as a team. They have a thorough understanding of the Early Years Foundation Stage framework. Extremely secure systems exist to promote a fully inclusive provision for all children. Group activities are particularly well organised to ensure all children are able to participate. Children have access to an abundance of toys and resources. The thoughtful presentation of these allows children to select items independently and to make spontaneous choices. Children learn about their own community and diversity in the wider world in positive and meaningful ways for their age and stage of development.

Staff form excellent partnerships with parents. They keep them extremely well informed on a daily basis through discussion and documentation. Children have a key person assigned to them who undertakes comprehensive observations and assessments. This recorded information is used very effectively to support planning that reflects children's individual interests and clearly identifies the next steps in their learning and development. Children's learning journals include photographs of them at play and some of their work. They are shared regularly with parents to enable them to be fully involved in their child's learning. Parents also contribute comments on what their child has been doing at home. Parents have given written feedback valuing the care their child receives and acknowledging the progress they have made. Robust arrangements are in place to work with other providers involved in the care and development of children to provide a shared approach to children's learning. Full consideration is given to confidentiality. Records on children are securely stored and are regularly reviewed to ensure information remains up to date. Staff undertake regular training and keep up to date with changes in legislation. They reflect very skilfully on their practice and review how each day has been for the children. They have exceptionally high expectations of themselves and aim to ensure that every child is supported to reach their full potential. As a result, staff very efficiently and accurately identify and prioritise areas for ongoing improvement.

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

Children are extremely happy, secure and confident. They have an excellent rapport with each other and the staff. Children receive exemplary individual

attention to support them in their learning and development. They are eager to learn and concentrate well at their chosen tasks, such as junk modelling. They paint their finished product with pride. Highly effective daily organisation gives children an excellent range of play opportunities to support them in all areas of learning. There is an excellent range of equipment set up. In addition, children are very confident to ask for additional toys and resources, such as the dressing up clothes. They very kindly share costumes with their peers and chat happily as they play. For example a child states, 'I am the builder and am going to build a house for my friends'. Children share and take turns exceptionally well.

Children behave extremely well and learn very good social skills at mealtimes. They also learn about the importance of healthy eating. Food is provided by staff and includes highly nutritious snacks and a home-cooked lunch. Children have plenty of fluids and have their own beakers with a photograph of themselves on. This helps to prevent them being given or taking the wrong drink. Children have regular opportunities to be physically active in the large garden. They enjoy growing plants and have a creative wall for chalking. They enjoy watching and talking about the two guinea pigs.

Babies and toddlers benefit from well-planned activities such as playing with foam and sensory toys. They learn by example from the pre-school children as they play. The older children are keen to involve them in their games and to show them how things work. Children receive consistent praise and encouragement to build on their own self-esteem. They enthusiastically share home news and demonstrate their growing knowledge of the world around them, for example commenting on the weather as they play.

Children count confidently as they play and are able to apply their knowledge to practical tasks such as counting the pieces of fruit at snack time. They enjoy the challenge of trying and mastering toys such as puzzles and shape sorters. Children are skilful communicators. They have access to a wide range of books and listen intently to stories read by staff. Children learn about their own safety through sensitive and age-appropriate advice and guidance from staff. They follow safe routines when out walking and have regular fire drills so they are clear of what to do in the event of an emergency. Children are developing excellent skills for their future in a very happy and secure environment.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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

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

Met