

Inspection date

Previous inspection date

21/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children's personal, social and emotional needs are well supported by the key-person system and procedure for settling-in new children.
- Staff make good use of laminated photographs of food, objects and animals to support the communication and language development of young children and those learning English as an additional language.
- Children have great opportunities to play and learn in the outdoor environment and there are good visual aids displayed to communicate important messages to very young children about being healthy.
- Parents are very well informed about children's progress and development and staff are successful in involving parents in children's learning.
- Leadership make good use of self-evaluation to identify and target priorities for continuous improvement. Plans for the future are exciting and demonstrate strong capacity for sustaining ongoing improvement.

It is not yet outstanding because

- Sometimes very popular stories are read to large groups of children from very small books making it difficult for children to see and contribute. Although children have access to an abundance of picture images there are none of people and places of those familiar or special to children.
- Although adults sit with children whilst they eat and provide good support and verbal

encouragement, they do not eat with the children to role model good eating habits.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play and learning indoors. On the day of inspection weather conditions were too hazardous for outdoor play.
- The inspector spoke to four parents and took account of their views.
- The inspector carried out joint observations with the provider and staff.
- The inspector observed children's play and learning indoors, and arrangements for children to sleep on the first floor.
- The inspector sampled children's assessment records and scrutinised staff suitability records.

Inspector

Amanda Tyson

Full Report

Information about the setting

Glenangels Childcare registered in 2012. It is a privately owned daycare setting located in a detached house. The provider lives here with her husband, who works with her, and their two children. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The provider is also a registered childminder but does not care for children in this capacity when operating as childcare on domestic premises. The premises have substantial grounds and have parking facilities for numerous cars. It is situated on fast road in Downside on the outskirts of Cobham in Surrey. Children are predominantly cared for on the ground floor of the house in two dedicated interconnected playrooms. The sleep room is located on the first floor. There is a toilet and nappy change and reception area and a living room is also used for occasional quiet activities. There are toilet and hand washing facilities on the ground floor and the first floor for staff. Children have direct access from one of the playrooms to an enclosed garden area for outdoor activities. The setting runs on weekdays throughout the year from 8am until 6pm. The provider is also a registered childminder. On days when numbers of children are low, the provider operates as a childminder, but otherwise childcare on domestic premises is open five days per week. The provider, who is also the manager, has a Level 3 early years qualification. She also has a degree in health and social care and is working towards obtaining Early Years Professional Status (EYPS). Four staff are employed, three of whom are qualified to Level 2 and one is unqualified. The provider's husband has nearly completed a level 3 qualification in early years. He is a qualified chef and does all the cooking at the setting. The provider also has her own staff bank of suitable people to cover absences all of which hold a Level 2 early years qualification. The setting welcomes children with special educational needs and/or disabilities. There are currently 17 children on roll.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- strengthen further the educational programme for Understanding the World and Literacy, by a) making family albums and displaying photographs of children's families, friends, pets and favourite activities, and b) obtaining giant books for use with large groups of children and utilising the library
- make arrangements for one adult to sit and eat with the children at lunchtime to

model good eating habits.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The children attending this new setting are currently all aged under three years and many are aged under two. The educational programme centres on sensory, imaginative, and outdoor play experiences which meet the needs of this age group very well. Babies explore texture and make connections with their real experiences as they handle items in 'treasure baskets', look at laminated photographs and picture books showing everyday objects. They observe the colourful peacocks which visit the garden from a nearby farm, as well as sheep, horses and chickens which graze nearby. Children make marks and patterns in sand and gloop (a mix of corn flour and water) using their fingers and different small hand tools. Staff are astutely aware of the importance of physical development in supporting other areas of learning. As children get older they quickly progress to using chalks, magic pens and pencils, which are readily accessible. Outdoors children enjoy den play, climbing, digging in soil and acting out popular stories where they 'squelch' through the mud and 'swish' through the grass, crawl under and over things in search of a bear in the forest.

Children all show a keen interest in books and regularly help themselves, sit and browse through. They enjoy sharing books with staff who challenge them to guess what might be hiding under the flap or what is likely to happen on the next page. Staff model letters and sounds well, for instance staff emphasise the 's' sound of 'snake' which children copy. The setting has a range of good quality books which include those with flaps to lift up and ones that produce sounds, but few large books. They use props, such as pretend food and puppets to support some stories well. However, when staff read popular stories from particularly small books or tells stories with only puppets children's attention waivers. Children enjoy browsing through and naming everyday objects, foods and animals pictured on the superb photographic flashcards. However, there are no pictures of people and places that are special to children. This means that children are not prompted to initiate conversation about their families, home environment and recent activities.

Staff carry out regular observational assessments on children which they record on an early years commercial website system. The setting has good systems in place to ensure that the two year progress check is completed on all children. They have effectively completed a number of these already. The two year progress check has been completed on a few children already and these are comprehensive. Children's specific interests and next steps for learning are identified and the information is used well to inform and guide planning. For example, boys' interest in mini-beasts and being outdoors was matched with their need to learn how to use scissors. Scissor shaped bug catchers were purchased and used by the boys to collect worms. The boys brought the worms inside and used the computerised microscope to observe them at close range. The team conscientiously plan for the needs of more able children, for example older two year olds created different firework displays on the computer whilst listening to Indian music during the festive week of Diwali and Bonfire Night. All children are making good progress in their learning and

development based on their age, ability and starting points. Some children are achieving above what is expected of them. For children whose starting points on entry were below what is expected the gaps are closing. Children are being well prepared for their future transition to school.

The contribution of the early years provision to the well-being of children

Children are cared for in a very warm, safe and welcoming environment which is equipped with good quality toys and learning resources. Children are helped to settle in through a gradual process. Parents spend time with their child in the setting and by the time children start to stay without parents they have formed a secure and trusting relationship with a named adult who becomes their 'key-person'. Relationships at all levels are extremely positive. Young children show that they feel safe and secure by the ease in which they are comforted by their key-person when parents say goodbye. For example, after a few minutes of snuggle time with their key person looking at a picture book, children are off exploring the environment. Children go to bed happily and are reassured by an adult who sits in the room until they are all asleep. Children sleep peacefully and comfortably in cots and their safety is ensured by a video monitor. Young children and those learning English as an additional language are helped to understand the routine of the day through a picture timetable. Children behave well and staff model positive behaviour by using kind words and common courtesies which children copy. Children show independence as they move around the environment helping themselves to resources from low level shelving. Non mobile babies confidently express their wishes, for instance by combining a vocal sound with pointing. Staff encourage babies to feed themselves, and older toddlers to put on their own coats and boots when they go outside. Children enjoy helping to tidy away the toys. Staff teach children about outdoor health and safety, for example what rabbit droppings look like and why not to touch them.

Children's health and well-being is closely monitored and comprehensively and consistently assessed. Concerns are acted on promptly to ensure that children receive the support that they need so that they are able to acquire all the necessary skills to support future learning. Children benefit greatly from leaderships knowledge and expertise about health and nutrition. Children enjoy the chef's homemade recipes, such as fish pie and fresh vegetables. Parents who describe their children as 'fussy eaters' say their eating habits improve greatly once they start attending. However, opportunities for staff to role model good eating habits are missed because although staff sit to the table with children during lunchtime no adult eats with them. Parents appreciate the dietary advice they are given by the provider and chef, who is currently in the process of creating a recipe book for parents. Children are helped to understand how to look after their bodies by staff who reminds them after lunch that their tummies need a little rest before going to bed or running around. Posters display health routines and activities, such as teeth and hair brushing, getting enough sleep and exercising. Young children show their developing understanding of the importance of hygiene when, after gently stroking the provider's amazingly large long haired cat, they hold out their hands to be wiped. Children enjoy singing songs and acting out stories that involve physical actions, such as touching their head and toes or jumping up and down. Babies learn to recognise their body parts and

features during action rhymes and as they engage in mirror play.

The effectiveness of the leadership and management of the early years provision

The provider has made a strong start to her business. She demonstrates a secure understanding of the welfare, and learning and development requirements. For example, since registration the setting's procedure for carrying out assessments on children have been updated to reflect the seven areas of learning and to provide for the newly required progress check on two year olds. Leadership's capacity for sustaining ongoing improvement is very well demonstrated by their achievements since registration, their commitment to achieving the local authority quality assurance award, and exciting future plans. For example, a children's recipe book for parents is being created, and an awning, summerhouse, allotment plot and introduction of Forest School teaching is a clear vision of the future. Staff have and continue to update their qualifications, knowledge and skills by enrolling on courses and attending practice workshops. For example, one staff has nearly completed a Level 3 qualification in early years, another is being enrolled and the provider is working towards gaining Early Years Professional Status (EYPS). Improvements to planning are focussed on teaching methods, such as the use of props to support communication and language, and the use of open ended resources and non-manufactured toys to encourage creativity in children. Special roles and responsibilities, such as special educational needs coordinator (SENCO) and for taking the lead on safeguarding and behaviour management currently remain with the provider. However, plans are in place for mentoring and training individual members of staff to take these on.

All required records and documentation, policies and procedures are in place. Children's welfare is effectively safeguarded. There are robust procedures in place for recruiting, vetting and inducting suitable staff and for dealing with under performance. Risk assessments are effective in minimising accidents or incidents, for instance sleeping children are monitored by video. Staff demonstrate a secure understanding of the setting's safeguarding children policy and procedure. Child protection, along with first aid, and health and safety training are mandatory for all staff. Procedures for completing staff appraisals are effectively implemented. For example, staff performance is monitored through regular one to one supervision where they identify and agree training needs and review the individual development and care plans of staff's key children. Team meetings are very regular and activity planning takes place weekly to ensure that children's changing needs are catered for.

The setting is committed to working in partnership with external agencies, such as health visitors in relation to completing progress checks two year olds. The provider is very clear about the setting's responsibilities and has successfully communicated this to staff. They work very effectively with parents to support children's wellbeing and learning and parents express high levels of satisfaction about the quality of the provision.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY446332
Local authority	Surrey
Inspection number	800559
Type of provision	Childminder
Registration category	Childcare - Domestic
Age range of children	0 - 8
Total number of places	15
Number of children on roll	17
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years

Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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