

Inspection date	04/03/2013
Previous inspection date	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 are settled and happy; they show good relationships with adults and each other. Their behaviour is good and they are keen to explore and learn independently. This supports them well to develop positive attitudes for their future learning at school.
- Staff use observation and assessment effectively to ensure children's learning experiences are well matched to their individual learning needs. Coupled with effective two-way feedback from parents about children's achievements at home, this helps to ensure all children make good progress.
- Children enjoy a varied range of nutritious meals and snacks that promote their physical health and encourage a good understanding of healthy lifestyles.

It is not yet outstanding because

- The outside area has not been fully developed to give children more opportunities for investigations of the natural world, including digging, planting and growing, or exploring the effects of wind using chimes and streamers.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 spoke with the provider at convenient times during the inspection.
- The inspector observed the children at play and their interactions with staff, both indoors and out.
- The views of parents were taken into account through discussion and by reading parents' comments about their children's care and education.
- Documents, such as policies and procedures, the children's learning records, registration forms and accident and incident records, were reviewed.

Inspector

Veronica Sharpe

Full Report

Information about the setting

The Family Extension opened in 2012 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting operates from domestic premises in Whittlesey, Cambridgeshire. Children have access to an enclosed outdoor play area.

The setting is open each weekday from 7am to 6pm for 45 weeks of the year. There are currently 40 children on roll, 32 of whom are in the early years age group. Children attend for a variety of sessions. The setting supports children who speak English as an additional language and provides funded early education places for two-, three- and four-year-olds.

There are six members of staff employed to work with the children, including the provider, who manages the setting and holds a childcare qualification at level 3. Two other members of staff hold early years qualifications at level 3, and two are working towards levels 3 and 4.

What the setting needs to do to improve further

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

- enhance the outdoor area to maximise children's opportunities to investigate the natural world.

Inspection judgements

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

Staff know the children well and provide a broad range of activities that meet children's learning needs and enable them to make good progress. They motivate children's interests effectively by joining in their games and showing their own enthusiasm and interest. A good all-round knowledge of the children helps staff ensure activities are tailored towards individual interests. For example, there are numerous puzzles to attract the interest of particular children. Consequently, children show clear signs of effective learning as they become engrossed in their current favourite activity. Skilled adults support children well to extend their understanding, such as explaining what a real skip lorry is used for.

Children develop a good understanding of numbers, shapes and colours because staff model the use of vocabulary, such as triangles and squares, or bigger and smaller, to help children make shapes from masking tape. Older children hold up their fingers to show they can count to five, and note how tall they are when measured against their friends. A broad range of books are readily available and children access them independently. They

curl up on the sofa to look quietly at the pictures, or show them to an adult so the book can be shared. Regular visits to the local library to choose their own books help to stimulate children's interest in reading further. Staff show interest in children's conversations and help them recall activities they have enjoyed, such as walks to the park or playing outside in the snow. As a result, children's communication and language development is good, which helps them gain essential skills for when they move on to school.

Children show an enthusiasm for writing and drawing, and utilise the available pens, pencils and markers readily. Older children attempt their names, using recognisable letters, on their artwork and show a good sense of pride as they show their work to staff. Children's photographs and examples of their artwork are well displayed and, consequently, they show good levels of self-esteem. Children thoroughly enjoy daily familiar music activities that develop their physical coordination, for example, they follow a music and movement programme on the television with interest, and join in an energetic version of an action song.

Staff plan a good range of sensory activities that enable children to explore texture, form and colour, such as play dough, foam, rice and sand. Children enjoy regular walks in their local community, where they have some opportunities to look for bugs or play on larger physical equipment. Staff equip the outdoor area with a good range of activities that children enjoy, such as climbing equipment, large construction sets and wheeled toys. Overall, the area is used well to support most aspects of children's learning and benefit their health. However, it is less well used to encourage children's knowledge and understanding of the natural world through digging, planting and growing, or exploring the effects of the weather.

Parents have good opportunities to share in their children's learning. They receive regular updates on children's progress, either through the internet or in hand-written records. They talk to their child's key person on a daily basis so information can be effectively shared. Newsletters keep parents up to date with events, themes and activities to share. Clear initial information is gathered from parents, enabling staff to plan for children's learning and development from the start. They make thorough assessments of children's achievements, which ensure all children make good progress in their learning and development. Consequently, children are well prepared to move on to the next stage in their learning, including school.

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

An effective key person system promotes children's emotional security, helping them to be confident and active learners. Secure settling-in arrangements gives families time to become used to the setting and staff, enabling children to separate from their carers readily. This positive experience enables children to anticipate their future transitions with confidence. Children behave well and show kind and caring behaviour. They help each other with small tasks, such as tidying away their toys, and clearly enjoy each other's company. Staff encourage children to share and takes turns, and support them as they play board games or make puzzles together.

Children move around the home with confidence and access the good range of toys and resources confidently. They benefit from flexible routines and comfortably furnished rooms where they can relax quietly with a book or play noisily with their friends. Free-flow access to the garden enables children to follow their own interests in a varied and mostly well-equipped environment. Children are encouraged to be independent in their self-care, for example, they help clear and clean the tables for lunch before washing their hands. As a result, they develop an increasing awareness of routines that help to promote their good health. Everyday procedures, such as checking the garden, help the children learn about sensible safety precautions. They practise the fire drill and listen to the fire alarm from the school next door, so they recognise it when they go to school.

Children enjoy a broad range of healthy, home-cooked foods in pleasant social surroundings. They help with some food preparation, including cutting up fruits for snack and dessert, which helps them develop life skills for the future. Food-related activities, such as making pizzas or fruit kebabs, increase their understanding of the importance of healthy, balanced diets. Staff collect information about special dietary needs and are well informed about children's preferences, which ensures children enjoy their meals safely.

Children's physical development is supported well because staff plan a broad range of stimulating activities. They take part in active music and movement and enjoy parachute play. Readily available scissors, pencils, markers, glue sticks and dough cutters give children ample opportunities to exercise their small muscles and develop the control needed for their future learning. Older children are encouraged to bounce on hoppers and use pedal bikes and cars. Younger children participate in enjoyable activities, such as jumping on small trampolines. As a result, children develop positive attitudes towards healthy physical activity.

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

Children play in a safe and secure environment because staff effectively assess and minimise risks. All areas of the premises are checked on a daily basis and outings are thoroughly planned, which assures children's safety at all times. Staff know and understand the safeguarding procedures so they can respond appropriately if child protection concerns are identified. A comprehensive range of policies and procedures give staff clear guidance and keep parents well informed about the provision. The provider has secure recruitment and induction procedures to ensure staff and students are suitable and understand their responsibilities. As a result, children's safety and well-being are successfully promoted.

There are robust procedures for performance management to ensure staff have suitable opportunities to strengthen their skills and gain additional qualifications. The provider offers regular supervisions for staff and frequent team meetings, so they can share their ideas and further develop good practice. The small, intimate environment has enabled this new staff team to quickly develop effective teamwork. They all show an in-depth understanding of children's individual needs and learning styles, which contributes well to

their ability to plan targeted and individualised learning experiences. They make insightful use of internet-based computer software to collect and collate children's observations and assessments and gather information from parents on a daily basis. Consequently, monitoring of the educational programmes is secure and all children make good progress. The provider has started her local authority quality assessment process in order to enhance the evaluation of the quality of the provision. Through discussion, she and her team show they have a good understanding of the setting's strengths and weaknesses. Actions for improvement are steadily implemented to support children's achievements, including the new online assessment tool and the purchase of new storage to make resources more accessible.

There are good partnerships with parents to enable children to feel secure in the setting. Parents say they feel their children are safe and well cared for. Several parents spoke well of the online assessment tool, which is used to keep them informed about their children's progress. They say it enables them to receive day-to-day information and easily make their own comments about their children's activities and achievements. All parents spoken to agree they have a warm regard for the provider and her staff team. They say the homely and informal atmosphere gives them confidence that their children, most importantly, have an enjoyable learning experience. The provider knows the parents well and speaks to them frequently; therefore, she has a good general understanding of their views, which enables her to incorporate these effectively into the improvement plan. The provider has built up positive partnerships with the local school and pre-school during her time as a childminder. This means there are tested procedures in place to share information and help children make their transitions confidently. The setting has effective links with other agencies, such as the local authority, to ensure there is suitable support for children with special educational needs and/or disabilities.

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 action. 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	EY445411
Local authority	Cambridgeshire
Inspection number	811584
Type of provision	Childminder
Registration category	Childcare - Domestic
Age range of children	0 - 17
Total number of places	18
Number of children on roll	40
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, which are usually the childminder's 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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