

Inspection date	03/04/2013
Previous inspection date	09/06/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are settled and secure as staff have a good understanding of and respect for their individual care routines and needs.
- Staff make good use of discussion and open-ended questions as children play, which means that children are encouraged to think critically and become fully engaged in their learning.
- Staff keep parents well informed about their child's day and the progress they are making. They involve parents in decisions made within the setting, which means they feel fully involved.

It is not yet good because

- Ofsted have not been informed of changes to household members and staffing arrangements to enable checks to be completed and ensure clarity in staff roles and responsibilities.
- Staff do not always encourage older children to practise making marks and writing for a purpose during their play to increase their confidence and writing skills.
- Staff do not actively encourage children who learn English as an additional language to use their home language in their play and learning.

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 observed activities in the playrooms and the outside learning environment.
- The inspector looked at children's assessment records and planning documents, a sample of documentation relating to children's welfare, checked evidence of staff suitability and their qualifications and looked at the provider's self-evaluation form.
- The inspector invited the provider to carry out a joint observation.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Samantha Powis

Full Report

Information about the setting

Chesters House Childcare is a privately owned setting, registered as childcare on domestic premises, which originally registered as a childminding facility in 2007. It is situated in a residential area of Chard, in Somerset. It is one of two childcare provisions owned by the registered person. The registered person lives on-site, along with members of their family. Childcare mainly takes place in the designated conservatories and adjoining room, and the area has its own toilet and changing facilities for the children. Children also have supervised access to some of the other areas of the premises, including sleep facilities on the first floor, where there are also additional toilet facilities. There are areas provided for outside play.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting cares for children from birth up to 11 years. The setting is open each weekday from 7.30am to 6pm full year, except for bank holidays and a week at Christmas. There are currently 36 children on roll in the early years age range. The setting offers overnight care for up to two children under eight years. The setting receives funding to provide free early education to children aged two, three and four years. The setting supports children with special educational needs and/or disabilities and children who learn English as an additional language. There are five staff employed to work directly with the children. The acting manager of the setting holds a qualification in childcare at level 3 and is working towards a level 4 qualification. All of the remaining staff hold qualifications at level 3. A member of staff who works part-time at the setting on an occasional basis holds Early Years Professional Status (EYPS). The provider has two pet cats.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- appoint a manager with a full and relevant level 3 qualification and at least two years' experience of working in an early years setting, to take control of the day-to-day delivery of childcare.

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

- increase opportunities for children to write for different purposes
- develop ways for children to use their home languages in their learning, in order to extend their language and communication skills.

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

All staff have a good understanding of children's learning and how to appropriately support their developmental needs through good-quality teaching. Children settle well, are keen to learn and are able to make lots of choices in their play. The good interaction they receive from staff motivates them and challenges them to be creative and critical in their thinking. Staff are sensitive and caring in their approach, adapting activities to fully support and involve all children so they make progress in their learning. Integration of children of all ages helps them gain important social skills and to be considerate towards each other's needs. For example, babies enjoy sitting comfortably on an adult's lap alongside a group of older children as they share and listen to a story in a big book. Babies show excitement as children help to tell the story, and are encouraged by them to lift the flaps of the book. This also supports the children's early literacy skills.

Effective ongoing assessment arrangements enable staff to monitor the progress children are making and identify any gaps in their learning. Staff complete regular observations, which help them to establish and plan for children's next steps. This means that all children make good progress and are ready for the next stage in their learning. The setting has implemented a system to complete the required progress checks for children aged between two and three years. Parents receive good information about their child's learning. Daily journals provide details about children's routines and the activities they have been involved in. This encourages parents to share aspects of the day with their children at home. Daily discussions and formal consultations provide parents with more detailed information about their children's development and planned next steps. They provide parents with opportunities to share their own observations and ideas and contribute towards the children's learning. Children are able to select books to take home, which helps to involve family members in supporting children's interest in books.

Children communicate well. They express their needs confidently and are beginning to use their own ideas as they engage in imaginative play. Staff challenge children through good use of discussion and open-ended questions during their play. For example, when playing outside children considered how to make a bridge, thinking about how they could make it higher and whether it was safe. The staff support children's activities well, motivating them through their involvement, while enabling children to make decisions themselves. The bridge-building activity led to children developing good language and literacy skills as they re-enacted the story about three billy goats. They recalled the familiar phrases and acted out the characters with great excitement.

Children have access to a wide range of books and enjoy sharing stories with adults. Staff make use of visual clues and some sign language to support communication with children who learn English as an additional language. However, they have not fully considered how children can use their home languages in their learning. Children join in excitedly with songs and rhymes. They select a prop from the 'song bag' and have a guess at what rhyme they should sing. While holding up pictures of four monkeys, the children sing the familiar rhyme with enthusiasm. Children use their fingers to show the number of monkeys that are left, engaging in simple mathematics and calculation.

Children of all ages are curious and learn about problem-solving during the activities provided. They experiment with the tray of dry lentils, scooping them up and filling the different-sized containers, developing coordination and an awareness of capacity. Younger children investigate the contents of the treasure basket, using their senses to start to understand the world around them. Children enjoy using chalk and are involved in adult-led activities that encourage them to start to recognise letter shapes and simple words. However, staff do not always provide children with the tools to encourage them to write for a purpose, for example when engaging in role play in a make-believe cafe.

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

Children are settled, secure and happy at the nursery. This is due to the positive relationships they build with their key person and other members of the familiar staff team. The setting offers personalised settling-in arrangements. This means children are able to separate from parents or carers with increasing confidence. They establish close relationships with adults and other children in the setting. Staff have a secure understanding of children's individual routines and care needs and respect these throughout the day. This helps children to feel safe and secure. Children become increasingly independent in their personal care needs. Babies and toddlers are encouraged to start to feed themselves. Older children are able to access toilet facilities independently, and learn to find their coats and put them on before going outside to play. Children are well behaved and polite. Staff are consistent in their expectations with regards to behaviour, which means that children understand and learn to respect boundaries. This helps children to develop good relationships with other children in the setting. Staff work alongside parents and outside professionals to seek support for children's individual needs. Some staff have learnt simple sign language, which they use during group times. This

helps all children to be included. Children are involved in activities that help them to learn about their own community. There are a wide range of toys and resources that reflect the diverse needs of others and the wider social world, helping children to value and respect differences.

Children begin to learn about safety as they engage in activities. For example, as they use the scissors, they talk about how they need to use them carefully to stay safe. Children receive lots of praise and encouragement from staff, which makes them feel proud and boosts their self-esteem. The children's photographic name cards are used throughout the day, and examples of their creative work adorn the walls. This gives children a strong sense of belonging. Staff complete daily safety checklists alongside more detailed risk assessments and are vigilant about safety throughout the day. For example, they promptly sweep up spilt lentils after sensory play to avoid a risk to the children of slipping. This helps to ensure that children can explore areas indoors and outside safely. The environment is well-maintained and staff follow positive practices to support children's good health. Children have access to drinking water throughout the day. They enjoy healthy snacks and parents are encouraged to supply nutritious packed lunches for children, which are stored safely in the fridge until required.

Indoor and outside play areas are used well to support children's learning and benefit their physical health. Children choose toys of their choice from the wide range available. A sleep room provides a calm and relaxing environment where younger children can rest. Staff regularly check babies as they sleep to safeguard their welfare. Easily accessible toilet and hand-washing facilities enable children to become increasingly independent, gaining an understanding of the importance of personal care routines. Staff follow good nappy changing procedures to prevent the risk of germs being spread, which helps promote babies' good health.

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

The small staff team work well together. They demonstrate a suitable awareness of the safeguarding and welfare requirements of the Early Years Foundation Stage. However, the registered person has changed their role within the nursery. This means they do not spend sufficient time at the nursery to enable them to oversee the day-to-day management. Although there is a senior member of staff within the team acting as the manager, the registered person has not formally identified this person as the manager. In addition, they have not notified Ofsted about a change in manager, as required. There is some lack of clarity with regards to management roles and responsibilities, although this does not have a significant impact on children's care, learning and development. The registered person has also failed to notify Ofsted about changes to adults living on the premises, as required. These are breaches of the legal requirements of the Early Years Foundation Stage and of the Childcare Register.

Staff have a secure understanding of the setting's safeguarding policy and their individual roles and responsibilities for it. This means they are able to deal with any child protection

concerns appropriately to protect children's welfare. Effective vetting procedures are in place for recruiting new staff to make sure only suitable adults work with the children. This supports children's safety. Staff follow an induction procedure on appointment, and regular staff meetings enable them to keep up to date with changes in policies and practice. Ongoing supervision and monitoring of staff performance enables management to identify and address staff training needs appropriately. This has a positive impact on the children's welfare and learning. Consequently, staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage framework. Effective monitoring of the educational programmes help to ensure that each child receives the support they need to make good progress in their learning.

Evaluation of the setting's effectiveness includes feedback from staff, parents and children. This helps the management to identify and address areas for improvement to improve outcomes for children. Since the last inspection, the setting has taken steps to address the issues raised, thereby improving children's safety.

Strong partnerships with parents, carers and others involved in the children's lives help staff to meet each child's needs. The welcome pack includes detailed information for new parents about the setting's aims and procedures. Regular newsletters keep parents up to date with any changes and events within the nursery that may have an impact on their children. Parents are encouraged to share information through the daily journals and discussions with staff on arrival and departure. This supports continuity of care. Parents state they feel welcome and well informed about events in the children's day. They enjoy looking at the daily journals with their children and gain detailed information about children's ongoing progress and development through discussions with key persons. Staff are establishing links with other settings which children also attend to enable effective information sharing. The nursery is proactive about building links with schools that children move on to, helping to ease their move from the nursery to reception class.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- inform Ofsted of the name, date of birth, address and telephone number of any person aged 16 or over working or living on the premises where childcare on domestic premises takes place (compulsory part of the Childcare Register)
- inform Ofsted of the appointment of a new manager of childcare on domestic premises (compulsory part of the Childcare Register).

- inform Ofsted of the appointment of a new manager of childcare on domestic premises (voluntary part of the Childcare Register).
- inform Ofsted of the name, date of birth, address and telephone number of any person aged 16 or over working or living on the premises where childcare on domestic premises takes place (voluntary part of the Childcare Register)

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	EY347393
Local authority	Somerset
Inspection number	815309
Type of provision	Childminder
Registration category	Childcare - Domestic
Age range of children	0 - 8
Total number of places	20
Number of children on roll	36
Name of provider	
Date of previous inspection	09/06/2010
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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