

Inspection date	24/06/2013
Previous inspection date	04/03/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 form strong emotional attachments with their key persons which makes them feel safe and secure.
- Babies and children spend quality time together in a 'home from home' environment where they make good progress in their learning. Their development is well-monitored and next steps in learning accurately identified and planned for.
- Children particularly enjoy play in the garden which is used well throughout the day to promote learning. Children explore their environment at their own pace and independently access the resources they enjoy.
- Communication with parents is particularly effective as they have constant access to information regarding their children's progress and daily activities through an online computer system. Parents effectively share their observations of their child at home in this way.

It is not yet outstanding because

- There is scope to improve routine activities, such as snack and lunch time, to develop children's independent self-care skills.

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 children's activities in the lounge, small playroom, conservatory and outdoor area.
- The inspector held a meeting with the provider and spoke at appropriate times to staff throughout the day.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting and a range of other documentation.
- The inspector also took account of the views of parents spoken to on the day of the inspection.

Inspector

Carly Mooney

Full Report

Information about the setting

The Family Extension was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates as childcare on domestic premises from a house in Whittlesey, Cambridgeshire. The setting serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The setting employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The setting opens Monday to Friday for 46 weeks of the year. Opening hours are from 7am until 6pm. Children attend for a variety of sessions. There are currently 35 children attending who are within the early years age group. The setting cares for children who speak English as an additional language. It provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- ensure staff fully utilise every opportunity during the daily routines to develop older children's independence with their self-care skills.

Inspection judgements

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

Children thrive in this warm and welcoming environment, where they are highly respected as individuals. Children make good progress in their development because staff know them well and plan a range of activities that meet their needs and interests. Children are supported well in their play by staff who show a genuine interest in what children say and do. For example, staff recognise and praise young children when they make good attempts to put on their own shoes and coats. As a result, children are well prepared to move on to the next stage in their learning, including school. Staff show clear skills in extending children's learning during child initiated play, for example, by drawing a chalk road on the ground for young children to follow with their cars.

Young children develop a good understanding of number and shape as they are supported by staff to count bricks when they build a tower or decide the amount of birthday claps needed for a child who has turned three. Staff model the use of vocabulary, such as the word 'taller' when comparing one child's tower to another. They make good use of older children's spontaneous play to further develop children's counting skills, as they all engage

enthusiastically in a game of 'What's the time Mr Wolf?' Children's communication and language development is promoted well. Staff speak directly to children during activities and repeat words for reinforcement. They skilfully question children to make them think. For example, staff ask a child pretending to be a fire engine, 'what number do we call if we need the fire brigade?' Books are readily available both inside and out and children enjoy sitting closely with staff to read a story. Older children look at books independently and show they understand that words carry meaning, as they slowly move their finger under the words as they 'read'. Children's understanding of valuing and respecting others is supported through their play with suitable resources, such as, books and dolls that promote their own culture and that of others. Children who speak English as an additional language are suitably supported by staff who source words to use and labels to display in children's home language within the setting.

Children's learning needs are assessed regularly through clear observations which link well to the areas of learning and development. Tracking systems are in place to highlight the progress children are making, in order to identify any gaps and next steps in children's learning. This information is shared with parents constantly through an online computer software program which is well received by parents who use it effectively to share their own observations of their children's learning at home. This shared approach to children's learning and development, contributes to the good progress children make.

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

A key person system is effective with strong attachments formed between staff, children and their families to promote a good level of well-being. New children settle well due to the kind and caring natures of all staff, who take time to get to know new families well. Key persons gather clear, precise information from parents at the start of children's placements so that they have a clear understanding of their routines, preferences and learning needs. Special events in children's lives, such as birthdays are celebrated, which encourages their sense of belonging. Children are confident within the setting and show clear familiarity with routines. For example, they help tidy away resources and wash their hands before sitting down to eat, which promotes some independent skills. However, during routines activities, such as snack and lunch time, children have fewer opportunities to further extend their independent and self-care skills. For example, children do not routinely pour their own drinks or help to prepare their own snack. Older children are not regularly given the opportunity to use a knife with their fork at mealtimes in preparation for their next stage of learning, such as school.

Space within the setting is organised effectively so that children are able to play, eat and rest comfortably. A family home feel is maintained and children benefit from comfortable surroundings to engage in quieter activities, such as, small world role-play and large group story time. Routines are flexible and all children spend quality time in the outdoor area throughout the majority of the day. The area is well resourced to promote all aspects of development and children of all ages play together well. Regular praise and encouragement offered by staff promotes children's self-esteem and self-confidence.

Children's awareness of developing a healthy lifestyle is encouraged through being

provided with healthy food choices at mealtimes. Meals are freshly prepared and provide a balanced diet. Children are physically active as they run, ride and climb when playing in the garden. Staff are deployed well both, inside and out, to provide continuous supervision of children which contributes to their overall safety and welfare. Staff provide children with a safe environment in which to learn. They also encourage children to think about their own safety, for example, the action to take in the event of a fire or why they must not touch a burning candle.

All children are invited to special events at the school, such as, a nativity play and sports day, so children are able to become familiar with school life. This helps them as they make the move to school as they are already familiar with some aspects of the school environment.

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

The provider and dedicated staff team work closely together to provide children with a quality provision that supports their learning well. Children make good progress due to staff's clear understanding of the learning and development requirements, delivered through well thoughtout and purposeful activities. The provider is clearly focused and has implemented a number of strategies that enable her to monitor and develop practice on a regular basis, including having a constant overview of the computer software system used by staff to record observations, while it is being embedded. Staff practice is monitored through regular supervisions and observation of general practice on a daily basis. Staff are encouraged to develop professionally and attend regular training that will benefit their practice, such as food hygiene. The provider demonstrates a good understanding of the settings strengths and weaknesses and has long term plans in place to change the layout of the premises so children are able to access the outdoor area more independently. The provide completes the local authority quality framework assessment process in order to evaluate the setting effectively.

Arrangements for safeguarding children are good, as there are secure partnerships with families in place and other agencies as required. Staff attend regular child protection training and are all aware of children's individual needs and family backgrounds to ensure they are fully supported. Staff have a good understanding of local safeguarding procedures and know how to identify and report concerns that they may have about children in their care. Clear recruitment and vetting of staff, helps to ensure children are cared for by a suitable staff team. Documentation, including the recording of accident and incidents are appropriately maintained.

Parents are warmly approached by staff at collection time and a good exchange of information takes place about the children's day. Further information about the child's time at the setting is available on a daily basis through an online diary system, which also includes newsletters and information about the setting so parents are aware of activities and events taking place. The provider knows the parents well and speaks to them frequently. They use the computer software program well to communicate their views and opinions of the setting. Parents comment positively that they couldn't be happier with the

setting, as there child loves it so much. The provider is experienced in working alongside other professionals to support children with additional needs when required. Effective relationships have formed with the school next door who share the care of some of the pre-school children in the setting. Some older children also attend before and after school. Staff liaise closely with nursery and reception teachers when collecting children to ensure all parties work together to meet children's ongoing needs.

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	924205
Type of provision	Childminder
Registration category	Childcare - Domestic
Age range of children	0 - 17
Total number of places	18
Number of children on roll	35
Name of provider	
Date of previous inspection	04/03/2013
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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