

## Inspection date

Previous inspection date

24/09/2013

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 grow in confidence and develop a strong sense of security due to the warm relationships they have with adults.
- Children have regular outings around the locality, to parks and parent toddler groups where children benefit from using a wide range of equipment and become familiar with their community.
- Effective systems are in place to share information with parents and involve them in their children's learning and development.
- The setting has effective links and partnerships with other providers and agencies to promote continuity for children's care and support for their learning.

### It is not yet outstanding because

- Occasional lapses in health practices increase risk of cross infection.
- Supervision and monitoring of staff practice lacks the clear focus needed, to enable management to systematically promote staff's development and enhance practice with the children.

## 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, the outside play areas and at a local play area.
- The inspector held discussions with the partners responsible for provision.
- The inspector looked at assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the providers' self evaluation and improvement plan.
- The inspector carried out a joint observation alongside the nominated person.

## Inspector

Lynne Bowden

## Full Report

### Information about the setting

Dancer Daycare registered in 2013. It is a partnership of husband and wife who originally registered in 2003 and operated as childminders. They are now managers of their provision and they employ two additional staff. One member of staff and one of the providers have a level 3 early years qualification. The other member of One staff is unqualified and one the other provider is working towards achieving a level 3 qualification. The provision operates from the home of the providers which is in Mylor Bridge, Cornwall. Children have use of a large playroom, a quiet room, messy play area, and kitchen/diner. There are toilet facilities on the ground and first floor of the property and there are suitable areas for rest and sleep. There is are two secure garden areas for outdoor play and exploration. Children also have use of the farmland and associated outbuildings. The provision operates from 7.30am until 6pm each weekday, for 50 weeks of the year. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 22 children in the early years age group on roll. The provision receives funding for the provision of free early education to children aged three and four. Some children also attend other early years settings. The provision supports children with special educational needs and/or disabilities and those learning English as an additional language.

### What the setting needs to do to improve further

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

- increase children's awareness of good hygiene practice e to further support their good health
- refine and focus the supervision and monitoring of staff practice, to support their ongoing professional development and enhance their practice.

### Inspection judgements

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

Those working with the children quickly establish children's starting points using information from parents along with their own observations. They use this knowledge very effectively to identify next steps in children's learning and to plan active and engaging activities for them so that they make good progress. They create 'Learning Journals' to monitor and celebrate individual children's progress in all areas of learning. These are shared with parents and parents are invited to contribute their observations and

information about children's progress at home. Staff produce written progress reports for parents when their children aged between two and three years, as required.

A key strength of the provision is the good use of local resources, to enhance the range of experiences offered to children. This has a positive impact on how well children make progress in their all-round development. Children thoroughly enjoy their trip to a local park where they learn about their environment as they climb and explore trees. They delight in discovering and bouncing on springy branches with their friends. Adults introduce children to descriptive words as they talk about what they are doing. This supports children in developing expressive vocabulary. Children enjoy looking up to the top of the tree and talk about its size and height, using their knowledge of mathematical language in a meaningful way. They increase their understanding of the world as they throw twigs and leaves into a stream and watch them float away. In the play area, children develop their balance, strength and confidence as they climb apparatus of varying heights and difficulty. Young children delight in announcing that they are 'King of the Castle' after climbing a couple of steps. Older children use scramble nets to reach the top of a tall slide and proudly wave down to adults, before they come down the slide. Children show awareness of safety rules as they wait for their friends to move away from the base of slides before coming down them. Babies develop balance and enjoy being pushed in swings. They enjoy studying and handling fallen leaves that adults pass and describe to them.

As children play on a hopscotch grid, adults skilfully extend their activity by asking children to identify and jump onto different numbers, so raising children's awareness of number. Children initiate chasing games with staff, squealing and laughing in delight as they are chased. Adults encourage children to talk about and identify their feelings as they look at pictures representing a range of feelings. Children enjoy looking at their reflections in a mirror as they pull cross and happy faces. This helps children recognise their own feelings and to develop recognition of the emotions in others.

Children enjoy listening to stories and they enjoy looking at books in the calm, comfort of the lounge. They join their friends in singing and participating in familiar action songs led by adults, who link some of them into the topic of 'feelings'. As children enjoy imaginative play with vehicles including a fire engine, an adult skilfully extends their play by suggesting that they build a fire station with some wooden blocks. Children concentrate intently as they create their fire station planning and describing what they are doing. This activity supports their creativity, awareness of size and space and their dexterity as they balance the blocks. Children develop independence skills as they feed themselves their snacks and lunch and dress themselves for outdoor play.

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

Children are confident and secure at the setting. Staff know them well and have warm, caring relationships with them. Children look to staff for praise and approval and confidently approach them for assistance. They show familiarity with routines, happily cleaning their hands with anti-bacterial gel before handling food and sitting at the table ready for meals. Staff provide children with individually labelled cups for their drinks, and

bowls and plates for their meals so that children feel valued and are helped to develop a sense of their own identity. Children are encouraged to be independent and to feed themselves. Occasionally, however, staff do not intervene quickly enough to prevent children from eating food that they have spilled onto the table. They do not explain to children about the risk of cross-infection so that children gain greater awareness of good hygiene practice.

Staff are aware of and cater for individual children's dietary needs, while encouraging children to try new tastes. Children enjoy their well-balanced, nutritious meals. Staff set out equipment in a well-organised way so children know where to find what they need and can be independent. Staff are very sensitive to children's needs and they recognise quickly when children are tired. They follow children's sleep time routines conscientiously, which results in children settling quickly and sleeping soundly. Staff check on sleeping children regularly to keep them safe.

Children become familiar with emergency evacuation procedures through their participation in regular drills. Staff carry out daily safety checks to ensure that the resources and areas children use are safe. On outings, children follow road safety rules, holding hands or onto push chairs and keeping away from traffic. Children are familiar with routines and expectations which enables them to behave well.

Staff provide books, toys and pictures depicting positive images of people of different skin tone, culture and with disabilities to teach children about difference and diversity. They translate key words and phrases into home languages to support children who are learning English as an additional language. The setting establishes effective links with other agencies and providers. They share information and visit each other to observe children in other environments. These practices ensure that all gain a full picture of children so that they provide consistency and continuity in their care and learning. This helps children feel secure and confident, which supports them in all areas of learning and helps prepare them well for their future.

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

Staff have effective procedures in place to protect children from harm. Recruitment procedures are thorough. Staff are vetted to help ensure they are suitable to work with children. Staff all attend safeguarding children training. Child protection is given priority and staff demonstrate a good awareness of the policies and procedures to follow if they have concerns about a child. The building is secure with adults controlling access. Most staff have current first aid training and the providers make arrangements for this training to be updated.

Staff work hard to build close working partnerships with other agencies so that they are able to meet children's needs well. They work very effectively together to support each other, to share ideas and to build on their combined strengths for the benefit of the children. There are strong partnerships with parents in place. Staff involve parents in their

children's individual education plans and invite them to contribute to their children's assessments. Staff greet parents and carers at arrival and collection time and talk with them about their children's activities. They also make very effective use of communication technology to provide parents with secure online access to their children's 'learning journals' and progress summaries. In this way parents have close involvement in their children's learning.

The staff team have a good understanding of their responsibilities in meeting the learning and development requirements. They monitor children's progress towards the early learning goals in detail, linking their observations to development frameworks and guidance tools. They identify the next steps in learning and development for individual children and use these to inform their planning. Staff and planning meetings occur regularly and provide a means to identify any issues and ensure everyone's involvement in planning for the future. Supervision and appraisal systems are informal however and lack sufficient focus and clarity to enable the management to systematically support staff in their professional development to enhance their practice. The providers demonstrate awareness of areas for their development and are committed to ongoing training, demonstrating their capacity and commitment to continual improvement.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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

<b>Unique reference number</b>	EY460046
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	909204
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childcare - Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	20
<b>Number of children on roll</b>	22
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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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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