

<b>Inspection date</b>	25/10/2013
Previous inspection date	08/09/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
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How well the early years provision meets the needs of the range of children who attend		2
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### **The quality and standards of the early years provision**

#### **This provision is satisfactory**

- The quality of teaching is effective and consistent in supporting children as they make good progress in their learning and development.
- The environment is used to good effect in offering children wide and varied practical experiences to develop independence, explore and discover as they develop the characteristics of effective learning.
- The flexible provision supports children and their families in settling-in and enjoying their time and experiences, forging strong partnerships with parents and others involved in their children's care, learning and development.

#### **It is not yet good because**

- The provider has failed to meet the legal requirement of notifying Ofsted of significant changes which affect the provision. However, she did adjust her practice accordingly to ensure adult to child ratios are maintained.
- Some aspects of staff monitoring are not wholly effective in clarifying staff qualifications, setting firm targets for further professional development or reviewing assessments where staff have identified some children who may have shown slight regression.
- The presence and behaviour of some older children impacts, at times, on the care of younger children, particularly when children demonstrate challenging responses to directions and boundaries.

## 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 practice between the provider, staff and the children, indoors and outside.
- The inspector spoke with the adults and children during the course of the inspection.
- The inspector carried out a safety check on the premises indoors and outside.
- The inspector examined a range of documentation, including policies and procedures, staff records and suitability checks and children's admission and developmental records.
- The inspector took account of the views and comments from parents in written documentation obtained by the provider.

## Inspector

Patricia Webb

## **Full Report**

### **Information about the setting**

Brambles Childcare was registered to provide childcare on domestic premises in 2010. A childminding service has been registered since 2005 and both provisions are on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It offers childcare on domestic premises provision and operates from a house in a small village near to Church Stretton, in Shropshire. The provider is also a registered childminder and lives in the property with her partner and their three children aged nine years, five years and 10 months. The provision serves the local area and is accessible to all children. It operates from the lounge, playroom, baby room and kitchen of the home with additional use of the extensive outdoor spaces and building used as an art room. The family has a dog, a hedgehog and a variety of reptiles.

The setting employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 and 3. The owner also holds a Forest School Leadership qualification at level 3. The owner is working towards a foundation degree in early years.

The setting opens Monday to Friday all year round. Occasional weekend cover is also offered by arrangement. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 30 children attending, of whom 18 are in the early years age group. The setting provides funded early education for three- and four-year-old children. It supports children with special educational needs and/or disabilities.

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

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

- develop the arrangements for supervising staff and monitoring practice more rigorously in order to address any concerns about children's development and promote staff's professional development further.

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

- review the organisation of the provision with particular regard to older children's behaviour, so that their presence in the setting does not impact on the care, welfare and learning of the younger children
- strengthen the systems for self-evaluation in order to overcome weaknesses that have been highlighted as a result of the process.

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

Children are making good progress in their learning and development as a result of the strong and consistent teaching that is offered. Children are encouraged to contribute to planning and share their interests to enhance the range of experiences and learning opportunities. Staff, for example, respond to an interest in superheroes and a much loved arachnid character as they hone their climbing skills and work out the hierarchy in their play. Younger children showing an interest in water and mud play are fulfilled as they dabble in the play trays, make handprints and footprints in the mud and record them by printing the patterns on paper. Staff talk to children about how the paint added to the water creates different coloured bubbles and great fun is had splashing each other with the bubbles. Children's learning is extended as staff ask them about the length of the very long straws used for blowing. Another child develops a game of filling the watering can from the water tray and attending to the various flowers and plants, noticing when the can needs to be refilled. Staff paraphrase well when children chat, modelling correct pronunciation and drawing children's attention to alliteration, sounds and letters in a very organic way. This is also noted in children's observations and summary assessments, demonstrating staff's awareness of the learning and development requirements of the Early Years Foundation Stage, particularly with regard to the prime areas of development. Occasionally, some slight regression in development is not always reflected in the next steps set or noted by the provider when monitoring staff assessment. However, in practice, staff promote all areas of learning equally over time. Staff are currently being supported in honing their skills and knowledge of completing the assessment at two years, with one member of staff taking the lead role.

Children learn to care for their environment and the animals in the surrounding areas. Staff draw their attention to some amphibians, comparing frogs and toads. Children are then encouraged to return the animals to their rightful habitat, developing a sense of care and responsibility as well as extending their knowledge of the wider world. Children's imagination and creative development is promoted well. They access the wealth of resources in the self-contained art room, using a vast range of commercial and found resources to create their art and demonstrate their skills and vision. A recent walk in the nearby woods was enjoyed as children collected various items, such as leaves, conkers and acorns, which they use to stick to card to make autumn crowns. Older children access information technology toys, as they organise the electronic games and celebrate each other's success.

Babies and young toddlers giggle with surprise as pop-up and shape sorter toys are used to develop their co-ordination and physical dexterity. Staff encourage children to think about their construction as they talk about balance, shape and form. Laughter ensues as the tall tower of interlocking bricks topples and makes a loud clattering noise. Children enjoy taking books home to share with their families as part of the promotion of their communication, language and literacy development. Families comment very favourable on such enterprises, knowing how this supports children in preparing for their move to full time school.

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

This busy provision offers a service to older children as well as children in the early years age group. Occasionally, some older children do not always respond to some directions and boundaries set by staff. This impacts on the younger children at times, such as their sleep patterns being disturbed and they may be present when children demonstrate more challenging behaviour. Younger children show levels of solitary and parallel play as staff know their developmental stages well. Socialisation is promoted through activities that encourage turn taking and sharing, aspects of children's development that help to prepare them for learning to cooperate and cope with the next step in their lives. Generally, children form caring and effective bonds with the staff, feeling emotionally secure and settled. The provider operates a key person system but the children are familiar with all of the adults and this contributes to parents' positive comments about feeling that they are leaving their children in a 'home from home environment' as part of a 'large family'.

Children's health and hygiene is fostered well as they understand the need to take care with hand washing and keeping well and healthy. Innovative ideas, such as the use of the portable hand wash unit, promote this understanding well. Older children have also contributed to this by creating and displaying their own signs and instructions, seen in the bathroom and outside areas, as reminders. The majority of staff hold current first-aid qualifications and suitable arrangements are in place for recording and attending to any minor accidents or injuries children may have. Some staff have undertaken additional training in order to meet the medical needs of children and ensure that their health and well-being is fully addressed. This also ensures that all children can participate in the range of activities with suitable adaptations made where necessary. The owner works in close partnerships with parents and any other professionals, settings or agencies, where

necessary, to ensure the delivery of an inclusive provision for all.

Children's dietary needs are discussed with parents and staff from the outset and any specific needs are addressed carefully. Children plan and prepare some of their own meals, selecting the various toppings for their pizzas, as they discuss how cheese and dairy foods help to form strong bones. Babies' feeding routines and sleep patterns are followed as they settle down in their pushchairs for the snooze after lunch. Regular checks are made to ensure they are safe. Children learn about their own safety, particularly using the lanes in the rural setting. They wear high visibility jackets and know about taking care when walking where there are no pavements. They use a range of toys and tools with developing skill and dexterity, negotiating space and steering equipment, such as scooters, with care. Some children use their critical thinking to solve the problem of clambering up on the large trampoline. The large plastic sit-on toy is laid on its side and used as a step as the child beams with success at having got on the equipment. Staff offer praise at the success and supervise the vigorous bouncing closely, as the netting has torn and they are awaiting the new replacement. This indicates that risk assessments are viewed and adapted to ensure children's safety.

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

There are weaknesses in leadership and management, which have resulted in some regulations not being fully met. This has contributed to lapses in the overall quality of practice. The provider failed to notify Ofsted of significant changes to the provision with regard to the birth of her third child. However, she did take appropriate action to adjust the numbers of children cared for and continues to meet the required adult to child ratios.

The provider has not updated the self-evaluation of practice recently, although she has identified some improvements, such as developing her own management skills further, through relevant study. Staff receive appraisals to monitor practice and identify any training needs, in order to develop the quality of teaching further. Monitoring is not fully effective in ensuring that minor dips in children's attainment are noted and that staff have planned next steps to help children make the best possible progress. Some staff have not yet completed relevant training to consolidate their practice as indicated in their appraisals and this has not been fully addressed by the provider. She does, however, offer staff opportunities to maintain their mandatory training, such as first aid and child protection awareness, although she was not fully aware of the expiry of a member of staff's first-aid certificate some time ago. That said, there is sufficient staff with the qualification to meet requirements.

The provider and her staff have a sound knowledge and understanding of safeguarding issues. They know the signs and symptoms of abuse and neglect and are confident in the action they would take to report and monitor any concerns about a child in their care. The provider follows the requirements for recruiting and vetting staff and keeps records of the staff's suitability to reassure parents of their children's safety and welfare. Staff are aware of how their personal conduct may impact on their professional roles, with regard to maintaining their suitability. The provider is aware of the steps she would take if she had

any concerns about staff conduct or suitability and this is supported by the clear policies and procedures in place. Risk assessments are carried out daily and staff take suitable steps to reinforce children's safety, particularly when children have handled some of the animals or enjoyed the Forest School experiences.

The provider has forged strong partnerships with parents and other settings children attend to promote consistency in their care, learning and development. This supports children in their transition through to the next stage in their early education. Detailed information is sought from parents before children start and settling in arrangements are tailored to each individual child and their family, to ensure that this a smooth and positive experience. Parents comment in the questionnaires about how much they appreciate the professional skills of the staff and the wealth of experiences their children have in the rural setting. The provider has started to elicit further information from parents about their occupations, hobbies and interests, as she prepares to involve them more actively in their children's lives in the setting. Some parents have expressed interest in helping children with baking, while others are willing to support children's drama and sensory activities. Parents are most appreciative of the flexibility of the provision and the wide range of active play that children can engage in, exploring, investigating and discovering numerous ways to get dirty as they enjoy the learning experiences offered.

### **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

<b>Unique reference number</b>	EY419560
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	940041
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childcare - Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	20
<b>Number of children on roll</b>	30
<b>Name of provider</b>	
<b>Date of previous inspection</b>	08/09/2011
<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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