

Inspection date	05/12/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- An effective key person system enables children to build secure attachments with staff. As a result they are settled and happy.
- Children benefit from regular outings into their local community, where they learn to socialise and develop their confidence in different situations. This helps to prepare them well for school.
- Good relationships with schools and other early years providers helps to support continuity of learning for all children who attend more than one setting.

It is not yet good because

- Procedures to ensure children's individual dietary needs are not fully met, and parents' wishes adhered to have not been effectively implemented. This affects children's health and safety.
- Not all accidents are consistently recorded, which is a requirement of the Early Years Foundation Stage and the Childcare Register.
- Although parents contribute to an initial assessment when their children first start, there is less emphasis on their learning at home to enable staff to plan effectively for their starting points.
- Opportunities are missed to ask children open and focussed questions that promote their critical and creative thinking.

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 compulsory part 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 and the manager at convenient times during the inspection.
- A range of documentation was examined, including risk assessments, accident records, children's information forms and their learning journals.
- The inspector observed the children at play indoors and out.
- The inspector spoke to a number of parents on the day and took into account their opinions through questionnaires and testimonials.
- The inspector checked evidence of suitability and qualifications of staff working with the children.

Inspector

Veronica Sharpe

Full report

Information about the setting

Kimble's Childcare was registered as childcare on domestic premises in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It is owned by DCM Childcare Ltd. The setting operates from purpose built premises located next to the provider's home in Sawtry, Cambridgeshire. There is an enclosed outdoor play area.

There are currently 28 children on roll who attend for a variety of sessions. The setting employs four members of staff, including the manager, of these, two hold appropriate childcare qualifications. It operates each weekday, all year round, with the exception of one week at Christmas and bank holidays. Opening times are 8am until 6pm.

What the setting needs to do to improve further

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

- ensure a record is made of children's individual dietary needs and the information provided is acted upon
- keep a record of accidents or injuries and any first aid treatment given to children

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

- gather more initial information from parents about children's learning and development at home to effectively plan relevant learning experiences and more accurately assess their starting points
- develop staff skills in using questions effectively to enable children to think creatively and critically, so they explore and develop their own ideas, views and theories.

Inspection judgements

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

Staff teaching skills are good, and they mostly use suitable methods to help children learn and develop. As a result, children enjoy their activities and make sound progress towards the early learning goals. Staff plan adult led activities alongside those the children choose for themselves, and children join in with these enthusiastically. For example, they become

involved in kneading dough and use cutters and scissors to make varied shapes. Staff add interest by mixing spices with the dough, so it smells of curry and cinnamon. This promotes discussion as staff and children hold it to their noses and speculate what the smell reminds them of. Children's language skills are promoted well because staff talk to the children and involve them in conversations. There is a good range of interesting books, and staff pro-actively support children in one-to-one spontaneous story telling.

Children enjoy making marks with pens, pencils and markers. Younger children help themselves to chunky chalks and enthusiastically scribe on black paper. Staff encourage children to try out new ideas, for example, they provide tape for children's 'junk' modelling, rather than glue. This builds children's confidence as they experiment and problem solve with different materials. Although children benefit from enjoyable activities their learning is not fully realised. This is because staff do not always remember to use questions that build on children's interests and promote their creative thinking. For example, when children show an interest in the effects a windy day brings to the garden, staff overlook opportunities to ask questions about what is happening to leaves and trees, where does the wind come from, and why does it blow.

Staff make regular observations and assessments to monitor and track children's progress. These are shared with parents regularly so there is a mutual understanding of children's progress in the setting. Children have a formal assessment of their progress when they are two-years-old, which helps staff to identify any possible areas of concern. This helps to support children's learning and makes sure they are prepared for the next stage of their learning. Good information is gathered from parents about children's care needs and routines when children first start as part of an initial assessment. However, there is less emphasis on children's learning and their stage of development at home to enable staff to plan for their starting points from the outset. Nonetheless staff have friendly relationships with parents and give verbal feedback about children's activities and well-being when parents arrive.

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

Children play happily at the setting and have positive relationships with the staff. Staff gather good information about children's individual care needs during the settling in period, and this helps to build strong attachments. Families are allocated a key person, and this encourages mostly effective partnerships from the outset. Children play in a well organised environment where they easily access varied resources to support their learning. Staff teach children about care routines, such as hand washing and blowing noses. As a result, they are confident handling their own self-care, which helps to prepare them for school. Children behave well because staff manage their behaviour consistently. They encourage children to show kind and sharing behaviour through positive praise and by explaining what the expectations of good behaviour are.

Children's meals are cooked on site each day. These are suitably wholesome and offer children a good variety of fresh fruits and vegetables each day. Meals are taken communally, which enables children and adults to sit together and share friendly, social conversation. Staff collect information about children's allergies and special dietary needs.

However, procedures have not been strong enough to ensure children's diet is in accordance with parents' wishes. Children learn about healthy foods through practical activities, such as growing and harvesting tomatoes. The setting's garden is well used each day to provide children with active exercise. They have fun with bikes and trikes, and enjoy clambering through a tunnel. An all-weather surface enable children to play outside all year round and helps to promotes a positive attitude towards healthy outdoor play.

Children enjoy frequent outings into their local community and visit parks to explore the world around them. They collect natural materials, such as leaves, and explore the plants and animals they find, which promotes their understanding of the world well. Staff take them to toddler and activity groups, and they visit the library and local shops. This helps to develop their social skills and teaches them to interact with others, so they are ready for the wider social networks of school. Staff teach children to keep themselves safe, for example, they learn to cross roads and walk together safely on their way to and from school.

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

This inspection was conducted as a result of concerns raised regarding the provision of food and drink, the recording of accidents and children taken on outings without parents' knowledge. At the inspection it was found the staff had introduced milk products into a child's diet where a child has been identified as lactose intolerant, which affects their health. Although staff discussed a change of diet with parents these changes were not recorded or confirmed in writing with parents. There is a system to record accidents that happen to children and members of staff hold the necessary first aid qualification. However, recording of accidents is not consistent, and, on at least one occasion, an accident was not recorded. Both of these are breaches of requirements of the Early Years Foundation Stage. Not recording accidents on the premises also means the setting is not meeting the requirements of the Childcare Register. The staff have an appropriate understanding of other safeguarding issues. They understand their responsibilities in relation to child abuse, and have appropriate policies to share with parents. The premises are kept secure so children play safely. The manager monitors safe use of mobile phones and there are clear guidelines on the use of social network sites.

All parents give their written permission for children to take part in outings when their children first start. Regular walks, such as going to school to collect school children, or visits to the library or parks are taken account of when obtaining this permission. There is an expectation that children will sometimes go on walks to the school, although staff endeavour to be flexible to meet parents' wishes. For example, they agree to limit the trips, or agree certain days. Staff assess the risks to children effectively to minimise hazards and ensure children are appropriately dressed for the weather conditions. The provider informs Ofsted of any changes of staff, and takes up checks, such as references, to ensure they are safe and suitable. This adequately promotes children's safety. Children are appropriately supervised and ratios are maintained. The provider and the manager demonstrate they are aware of their responsibilities to monitor staff performance and support their professional development. The manager mentors one staff member as she

works through her apprenticeship and they have regular team meetings to discuss future plans and any issues. As the team grows there are defined plans to introduce individual supervision and appraisals. The manager has worked with the local authority advisors to develop their self-evaluation. This has helped them work effectively towards the recommendations the provider and the manager were given at their recent childminder inspections. Overall the setting has a good capacity for further improvement. Staff meet to discuss children's progress and make regular summaries of their learning to maintain an overview of children's progress. This enables them to monitor children's progress and identify any possible areas of concern as necessary.

Relationships with parents are mostly good. Parents and carers spoken to at the inspection indicate they are very pleased with the setting. They say the communication is good and that staff are warm and friendly. Some parents commented that they particularly like the outings because they give their children opportunities to be active and learn about village life. Parents have an informative noticeboard where details of activities and the menu planner are displayed. There is a comprehensive range of policies and procedures to ensure parents understand the expectations. Staff arrange regular meetings with parents to discuss children's progress and share children's observations and assessments. There is a good relationship with the local school to support children's continuity of learning. Staff find out about topics and themes to use in the setting and talk to class teachers regularly. Younger children regularly visit the school to pick up older school children, which means they are familiar with teachers and classrooms before they attend. As a result they are prepared for their entry into reception classes. Staff share learning summaries with other early years providers as necessary to support children's learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

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

- keep a record of any accidents which occur on the childcare premises (Compulsory 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY465102
Local authority	Cambridgeshire
Inspection number	941433
Type of provision	Childminder
Registration category	Childcare - Domestic
Age range of children	0 - 8
Total number of places	18
Number of children on roll	28
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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