

Inspection date	28/02/2014
Previous inspection date	03/04/2013

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		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

- Staff follow children's lead, extending their play and introducing new resources, which motivates their learning well.
- Staff effectively promote children's personal, social and emotional development, so children become independent and build strong relationships.
- The management has effective systems for monitoring children's progress and identifying any gaps in their learning to provide additional support and ensure all children develop well.

It is not yet good because

- The provider has not carried out a full risk assessment on a leak in the premises, which has a slight impact on children's well-being. This is a breach of a legal requirement.
- Staff do not make full use of all teaching opportunities during adult-led creative activities to promote children's development in expressive art and design fully.

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 inside and outdoors, and offered the provider the opportunity to do a joint observation.
- The inspector talked to the provider, staff and parents present on the day of the inspection.
- The inspector checked safeguarding information and the premises.
- The inspector took account of the setting's evaluation systems and improvement plan.
- The inspector sampled documentation including policies and procedures, children's development records and planning.

Inspector

Elaine Douglas

Full report

Information about the setting

Chesters House Childcare is one of two privately owned settings. It registered as childcare on domestic premises in 2010 and originally registered as a childminding facility in 2007. It is situated in a residential area of Chard, in Somerset. The registered person lives on-site, along with members of their family. Childcare mainly takes place in the designated conservatories and adjoining room. 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 at the front and rear of the premises. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 54 children in the early years age range on roll. The setting is open each weekday from 7.30am to 6pm all year, except for bank holidays and a week at Christmas. The setting receives funding to provide free early education to children aged two, three and four years. The setting supports children who learn English as an additional language. There are six members of staff, all hold a qualification in childcare at level 3. The manager is working towards a qualification at level 4 in leadership and management. 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:

- review risk assessments in relation to specific issues to identify how the risk will be minimised

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

- increase staff awareness of using planned activities further to promote children's development in expressive art and design fully.

Inspection judgements

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

Staff seek good information from parents on children's starting points. Then, staff carry out regular and effective observations of the children in order to have a good understanding of how to plan interesting, challenging activities that promote every child's next stages of development. Parents inform staff of children's 'wow' moments at home and share a daily communication book with staff to involve them in their child's learning. Children enjoy an appropriate mix of child initiated and adult led activities covering all

areas of their development. Consequently, all children including those learning English as an additional language make good progress in their learning and development.

Children make good progress in their key areas of learning. Children are strong, confident communicators because staff encourage their language skills well. They respond to babies' babbling, copying them and taking turns in 'conversation'. Staff use demonstration and visual aids, so young children and those learning English as an additional language learn the meaning of new words. Staff encourage children to take part in activities by understanding their interests and joining in with their games. Staff encourage older children to play with the younger ones, so they develop good relationships. Children develop good physical and social skills, such as using jugs to pour drinks and offering them to their friends. Staff help children to be as independent as possible when putting on their coats and shoes, and children are pleased with their achievements. All these skills prepare them well for their next stage of development and school.

Staff encourage mathematical development well throughout activities and routines. For example, they ask young children to pass them the largest container. Staff ask children playing with the farm how many animals they have in their field and how many they will have if a rabbit jumps over the fence to join them for example. When children suggest how many animals they would have left if a bear chased all the rabbits away, the member of staff encourages the children to find out if they are correct. Staff skilfully lead this on to the children using the animals as prompts for a story about three little pigs. Children confidently select resources to represent the houses of straw, sticks and bricks, extending their imagination. Several children actively engage in the activity, recalling the story and suggesting ideas. However, staff do not always make full use of adult led activities to extend children's learning. For example, when children ask for pink paint staff first suggest they may not have any but they could make it. They do not follow this through missing the opportunity for children to make predications and mix colours to find out if they are correct.

Children register their attendance by recognising their photograph and find their name to know where they should sit at snack time. They enjoy stories both independently and in a large group. Staff encourage children to notice the marks they leave behind when they use their fingers in paint brushes in water for example. This helps to promote their early writing skills. Children enjoy learning through practical experiments. For example, staff encourage children to describe the changes as they add water to cornflour and notice that with little water they can make it into a ball but with more water this is not possible.

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

Overall, children behave well and understand the staff's expectations, such as wearing an apron to do painting. They regularly practise the emergency evacuation procedures. Children know that they must wash their hands before eating and staff check they do this again after using the toilet. Staff provide children with liquid soap and paper towels, which children dispose of in the bin. Children help themselves to their drinks and enjoy nutritional snacks. However, weaknesses in leadership and management means that staff

do not always provide good support for children's health.

Staff provide a wide range of resources on low level shelving, and label them with pictures and words so that children can make independent choices. Staff provide additional resources as they notice children's interests. For example, babies show excitement as they make noises with crinkly material. Staff then provide different items such as metal and plastic containers, and wooden or plastic spoons to hit them with. Children have daily opportunities to be outdoors, where they use a range of equipment and enjoy additional activities. This helps them develop a positive attitude towards fresh air and exercise.

Children arrive happy at the setting and soon settle to activities because they have strong relationships with their key person. The setting uses a buddy system so that in the absence of the key person each child still has a special adult who knows them really well. Staff use some key words in children's first language in order to help them understand routines and to meet their individual needs. Staff sensitively reassure children who do not get to the toilet on time and react immediately to babies' cries. As a result, children build secure emotional attachments. Staff encourage all children to use some sign language to help ensure the inclusion of babies and those learning English as an additional language. Babies smile and gurgle as staff sing to them while they change their nappy, showing they are happy. Parents comment positively on how staff support their children well in gaining confidence ready for moving on to school or their next stage of learning.

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

The management team have a suitable understanding of their responsibilities in meeting the requirements of the Statutory Framework for the Early Years Foundation Stage. Staff keep children safe and secure through effective procedures, such as keeping doors locked and ensuring constant supervision. They have a sound knowledge of child protection procedures because they attend regular training and regularly review their effective policies. Staff carry out daily checks of the premises and check appropriate equipment is in place. However, the management has not carried out a thorough risk assessment of a leak to the premises. This is a breach of a legal requirement. As a result, although they keep a towel underneath the leak to mop up drips and ensure it does not cause a slipping hazard, they have not thought of how it may affect children's health. For example, occasionally the drips land on toys and children lay on the towel. The provider has approached a builder to repair the leak and now knows what action to take to minimise the risks to children completely. Ofsted brought the inspection forward because at the last inspection the provider had not informed them of changes to people over 16 years old living or working on the premises. The provider now has a suitable understanding of their responsibilities in keeping Ofsted informed of changes to people living or working on the premises, so that they can carry out relevant checks. All required documentation is in place. The provider has good systems to monitor children's learning and development, including sharing the required two-year-old progress check with parents. This means that they seek additional support where necessary to enable all children to reach their full potential.

The staff have strong partnerships with parents. Parents comment very positively on the information they receive and their children's development. Parents of those children learning English as an additional language feel very strongly that the staff work closely with them and outside professionals. This ensures that they all use a consistent approach to supporting children in their language development. Parents comment on the staff knowing their children as individuals. Staff exchange good written and verbal information with parents on a daily basis, they get consent from parents to share information with other providers that the children also attend. This makes a significant contribution to children's care and learning.

The management carry out regular supervision of staff and feedback to them to improve the quality of teaching continually. Annual appraisals identify any staff training needs or ways of enhancing their knowledge. For example, the manager is undertaking a qualification in leadership and management. Management uses effective systems of self-evaluation, which includes the views of staff and parents, from which they have an ongoing development plan, which will bring about appropriate improvements. For example, the provider has implemented a new system for the management to have an overview of each child's development to identify any gaps in their learning quickly. There is now have a computerised system for logging staff and children's attendance and ensuring they always meet the required ratios. The setting implements any recommendations from the local authority in order to benefit children and their families. For example, staff are currently writing key policies for parents in their first language.

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:

- undertake a risk assessment immediately, where the need arises and take all necessary measures to minimise any identified risks (compulsory part of the Childcare Register).
- undertake a risk assessment immediately, where the need arises and take all necessary measures to minimise any identified risks (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	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	EY347393
Local authority	Somerset
Inspection number	952103
Type of provision	Childminder
Registration category	Childcare - Domestic
Age range of children	0 - 8
Total number of places	20
Number of children on roll	54
Name of provider	
Date of previous inspection	03/04/2013
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

