

<b>Inspection date</b>	24/01/2014
Previous inspection date	24/06/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## **The quality and standards of the early years provision**

### **This provision is outstanding**

- Children learn rapidly as the quality of teaching is excellent. Practitioners plan innovative activities based on their interests, and interact enthusiastically with them, promoting their language development, knowledge and understanding.
- A well-established key person system and warm, affectionate practitioners support children to form strong attachments. The positive and welcoming environment enables children to feel settled, secure and cherished which ensures they enter the setting ready to learn.
- Children make exceptional progress in the prime areas of learning as they are offered a wonderfully diverse range of experiences, which spark their enthusiasm and promote curiosity.
- Parents are valued as their children's first educators and as equal partners in their learning. The setting actively encourages their involvement and mutually beneficial relationships develop.
- The manager has worked exceptionally hard to develop the setting through insightful self-reflection, analysis of the strengths and weaknesses and prioritisation of improvements. This exemplifies her dedication to the children in her care.
- Planning and assessment are exceptionally accurate and closely monitored. The software package used identifies children's next steps in learning and practitioners therefore provide children with personalised learning opportunities, which fosters a positive learning culture within the setting.

## 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

- Activities were observed in the main playroom, the classroom and the dinosaur room.
- A meeting was held with the manager of the provision and children's key persons were spoken to.
- Learning and development information, evidence of suitability of practitioners working within the setting, the provider's self-evaluation and a range of other documentation were reviewed.
- The inspector took account of the views of five parents through written feedback provided at the inspection.

## Inspector

Deborah Hunt

## 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 in Whittlesey, Cambridgeshire. The setting serves the local and surrounding areas and is accessible to all children. There is an enclosed garden available for outdoor play. The setting employs six members of childcare staff. Of these, three hold a suitable qualification at level 3 and one holds a qualification at level 4. One member of staff is working towards a qualification at level 3.

The setting opens Monday to Friday from 7am until 6pm for 46 weeks of the year. Children attend for a variety of sessions. There are currently 40 children attending who are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. It supports a small number of children with special educational needs and/or disabilities and a small number of children who speak English as an additional language. They receive support from the local authority and are completing the local authority quality assurance scheme.

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

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

- further improve the already highly stimulating outdoor environment to offer children additional sensory experiences and extended opportunities to study nature and wildlife.

## Inspection judgements

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

Children's eyes sparkle and they show great enthusiasm as they join practitioners in a superb range of activities which ignite their interest in learning. Practitioners work very hard to offer children individualised opportunities which reflect their current and changing interests. They know each child exceptionally well and their genuine and keen interest in helping them become competent learners is reflected in the rapid progress children make towards the early learning goals. Children display high levels of self-esteem and confidence as practitioners genuinely listen to what they say and pay close attention to what they are doing. For example, children enjoy a walk along the river locally and notice the swans swimming in the water. Children's excitement about this discovery is captured once they have returned home as they create their own swans out of white tissue paper, foil, feathers and other craft resources. Practitioners realise the importance of children's

developing language skills and competently extend their vocabulary and understanding. They carefully consider young children's needs as they teach them initial letter sounds as a foundation for their developing speech. Practitioners engage in spontaneous conversations with older children, related to their play, and every day all children sing and listen to stories. For example, children are lively, motivated and have superb fun as they choose nursery rhymes to sing and perform the associated actions. They count the number of claps they perform as they sing familiar counting songs and learn to use loud and quiet voices. Practitioners praise and encourage children frequently to promote their continued progress and their astute observations mean children's learning is prioritised. Consequently, children develop rapidly and demonstrate the characteristics of effective learners in readiness for the next stage in their learning, including school.

The highly stimulating learning environment ensures that children develop rapidly in the prime areas of learning through a wealth of activities designed to focus their attention and allow them to engage deeply in their learning. They benefit from different areas for activities which allow them the autonomy to choose what they do, and where they spend their time, for themselves. In the 'classroom' children participate in more formal learning as they count compare bears into pots showing the corresponding number, learn to tell the time and become aware of basic scientific concepts as they dress magnetic dolls. In the 'dinosaur room' children concentrate as they work out how to operate the crane on the railway. They learn to use sounds linked to their play as they operate trains saying 'choo choo' and 'toot toot' as they pull into the station. Practitioners encourage children to use their imagination as they 'visit' foreign countries in their rocket and on the train they create. Children learn about different cultures and countries through inventive activities such as this and as they taste foods that come from different countries. Children who speak English as an additional language are sensitively supported with assistance from a qualified teacher who offers support and valuable advice.

Personalised baseline assessments are completed with children's parents as children begin attending, which inform their initial starting points. Children's learning needs are assessed regularly using astute observations which link accurately to the areas of learning and development. Their progress is closely tracked and monitored in order to identify any gaps and the next steps in their learning. This information is shared with parents constantly through an online computer software program. Parents value the instant access they have to their children's records and they use the system very effectively to share their own observations of their learning at home. The joint approach to children's learning and development contributes to the excellent progress they make and how rapidly gaps are closing.

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

Children are cherished and become one of the 'family' at this setting. Practitioners allow children time to settle at their own rate and their sensitive, caring and kind natures ensure that children soon become integrated into the setting. All children present demonstrate a feeling of belonging and the solicitous approach taken to those new to the setting enables

them to feel safe and secure. Key persons gather comprehensive information from parents as children begin attending, which enables them to develop an in-depth understanding of each child as an individual. This ensures they know precisely how to meet children's care needs and enables them to reflect aspects of their care at home to ease their transition into the setting. The strong attachments which form between children and practitioners and the close liaison with their parents further enhance the ease with which children settle. Children display high levels of confidence in their play and know the routine of the day extremely well. They develop self-help skills and become increasingly independent as they take off indoor shoes and put on wellingtons, pour their own drinks and make choices about what they want to eat. They relish the variety they experience in their timetable as spontaneous events offer them exciting diversions. For example, as part of a child-led interest about hot and cold countries, children discuss plants which grow in each climate. They walk to a local garden centre and together choose two cacti as examples of plants that grow in a desert. The manager asks the garden centre specialist to talk to the children about how these plants grow and how to care for them and they bring them back to the setting. They site them somewhere safe and discuss the need for them to be out of general reach 'because of the prickles'.

The rich variety of resources and the attention paid to planning of the curriculum, alongside the thoughtful organisation of the physical environment, offers children a stimulating care and learning experience. Children feel relaxed and at home in the setting and behave well demonstrating how secure they feel. High priority is given to providing them with daily physical activity and time spent outdoors, either in the inspiring outdoor environment or on trips they enjoy locally. They visit the local parks, go for walks as they search for shapes in the environment or insects. They have fun experiencing differing weather conditions as they splash in puddles after rain and closely examine cobwebs transformed by the frost. The outdoor learning environment offers children play opportunities which incorporate all areas of learning and reflects the strong focus the setting places on integrated play between children of all ages. The warmth of the interaction between practitioners and children, together with the frequent praise and genuine encouragement offered ensures children feel pride in their achievements and develop high levels of confidence.

Children learn to live a healthy lifestyle as they grow vegetables and eat them as part of the healthy, nutritious diet they are offered. Meals are freshly prepared each day and close attention is paid to portion size and providing children with a balanced diet. Practitioners help children learn how physical activity contributes to living a healthy lifestyle as they discuss how their heart beat changes before and after exercise. Children talk about how hot they feel and note changes in their bodies. The use of different types of equipment at the setting and at local parks ensures children develop different muscle groups and exercise the whole of their bodies. Thoughtful practitioner deployment and supervision ensures children are safe and feel secure. Children become aware of how to keep themselves safe during activities which incorporate different aspects of their welfare. For example, during evacuation practices, children are shown inside a fire alarm and practitioners explain how it works to help the activity more relevant while developing their knowledge. The manager of the setting enjoys a well-established relationship with the school and nursery next door to her premises. Children are welcomed into both settings to share different events, such as to see chicks hatching from eggs in an incubator and the

nativity play at Christmas. Consequently, they become familiar with the physical layout of the settings and those working there, which helps them make a smooth transition when the time comes.

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

The manager and her dedicated team offer children a memorable and very high quality early years' experience, which promotes their learning and development extremely effectively. Children make exceptionally good progress, taking account of their individual starting points. Practitioners have a comprehensive knowledge and understanding of how to implement the learning and development requirements. As a result, educational programmes offer children both depth and breadth in their learning, with a clear focus on individual progress. The manager is passionate about the service she provides and strives to offer children a home from home setting, placing the children in her care at the heart of all she does. She monitors the progress of the setting and practitioner effectiveness rigorously. Supervision and annual appraisals are well-embedded and offer practitioners guidance, support and coaching. Training is prioritised as the manager considers it key to the provision of the outstanding level of service provided. Practitioners are encouraged to consider professional development opportunities which will benefit both them individually and the setting as a whole. The manager has a clear vision for the future of the setting and is currently planning significant changes, which will offer children an additionally enhanced experience. Self-reflective practice is a key feature of the setting and the manager works closely with the local authority.

Children are safeguarded through highly effective arrangements. All practitioners have completed basic training in child protection and the manager has just updated her own higher level training. The exceptional relationships with parents of children attending ensure that practitioners are aware of children's individual needs and family backgrounds, enabling them to offer appropriate, timely support when needed. The manager and her team have a clear understanding of local safeguarding procedures and know the contact numbers to use should they have any concerns regarding a child in their care. The manager takes a proactive and responsible stance with regard to recruitment and vetting. She has a comprehensive procedure in place to ensure only those suitable to work with children do so. Use of the computer software system for recording and monitoring children's learning has allowed the manager to streamline other documentation, saving time and offering greater clarity and effectiveness in the business side of her service.

Parental engagement in the setting is excellent. They find the online system invaluable in keeping them apprised of their children's development, and value the additional information the manager shares about events, topics and newsworthy items. Their involvement is further extended by the warm welcome they receive as they drop off and collect their children. It is not unusual for parents to stay for half an hour or so when picking their children up and relaxed, informal conversations allow for a useful exchange of information each day. Parents are effusive in their praise of the setting, both in terms of how much their children love being there and the excellent progress they make in their learning and development. One parent comments that the setting's 'input in the children's

development is intense' stating how pleased they are with the 'attention to detail'. Another comments on the in-depth work that goes on to prepare children for school. Long-standing relationships with the school next door benefit some of the pre-school age children attending as they also spend time here. Some older children also attend before and after school. There is close liaison between the setting and reception teachers 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

<b>Unique reference number</b>	EY445411
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	949803
<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>	18
<b>Number of children on roll</b>	40
<b>Name of provider</b>	
<b>Date of previous inspection</b>	24/06/2013
<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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