

Inspection report for early years provision

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Inspector Bridget Copson

Type of setting Childcare on domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Grafton Childcare registered to provide childcare on domestic premises in 1991 and operates from a private house in Newton Abbot, Devon. The house is accessed via steps leading to the front of the house. Children have use of the whole premises, including three play rooms and toilet facilities on the ground floor, as well as bedrooms for sleeping and a bathroom on the first floor. There is an enclosed garden for outdoor play.

A maximum of 22 children under eight years may attend the group at any one time, of whom no more than 17 may be in the early years age group. There are currently 30 children on roll, all of whom are in the early years age group. The group is registered by Ofsted on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The group is open every weekday, all year round, from 7am until 7pm. A childminding service is also offered from these premises at times when the childcare on domestic premises is not operating.

The owner of this privately run group holds a level three qualification in early years care and education. She employs six members of staff, most of whom hold, or are working towards, appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual care and learning needs are met effectively by staff who have developed excellent working partnerships with their parents and other carers. Children's interests are closely supported, and their learning is planned and monitored well. Children's individuality is valued and embraced and they are included equally throughout the provision. They see a positive reflection of themselves, their culture and background throughout the setting. As a result, they are making good progress through the Early Years Foundation Stage (EYFS) and are developing a good sense of belonging. The proprietor values the importance of continuous development and staff are motivated in implementing improvements to further promote outcomes for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure all staff work consistently in managing their behaviour
- ensure all aspects of children's learning are promoted throughout the provision to encourage them to develop to their full potential.

The effectiveness of leadership and management of the early years provision

Children's welfare is assured throughout the setting. Policies, procedures and records are well organised and updated frequently to secure the safe and efficient management of the setting and to meet children's needs. Comprehensive risk assessments and daily checklists maintain high standards of health and safety and daily routines are followed for younger children and babies to meet their needs consistently. Robust systems are in place to ensure staff are all suitable to care for children and training programmes monitor their ongoing suitability and provide training opportunities. This includes a core training programme of child protection, first aid and food hygiene. Staff are clear of their child protection responsibilities and the procedures to follow in the event of any concerns to safeguard children.

Staff are assigned key groups of children and work efficiently as a team, maintaining good communication. They interact with enthusiasm and affection, and supervise children well at all times. As a result, children are happy, active and fully involved. The setting has successful systems for monitoring and evaluating the quality of provision and to identify areas for improvement to the benefit of all children. This includes a self-evaluation with input from parents and links with the local authority and other settings. The proprietor has clear aspirations for driving improvement within all aspects of the provision and communicates her plans to staff at monthly meetings.

Staff have established excellent partnerships with parents. A wealth of information is provided to parents to support them in making an informed choice. Parents provide staff with information regarding their child's needs, preferences and care routines. In addition, valuable links have been established with other settings and agencies involved in children's care to further promote consistency. Parents are kept closely informed and involved through their child's two-way daily diary which provides a detailed account of care and routines, achievements, any accidents or existing injuries and medication administered. All parents also complete the 'my favourite things have been' section each month to contribute to planning their child's learning. In addition, parents are invited to complete surveys regularly and to get actively involved within the setting.

The quality and standards of the early years provision and outcomes for children

Children are making good progress in all areas of their learning. They benefit from an extremely enabling environment in which they have access to an excellent range of well-maintained resources within the indoor and outdoor play areas. Children's learning and development is promoted well by staff who have a good understanding of the EYFS. They carry out observations of children's achievements each month and use this information to identify and plan their next steps of learning. In addition, they obtain information regarding children's interests each month from parents to plan the next month's activities. This ensures children's individual interests are supported well. However, not all staff make full use of

resources and opportunities, especially in the outdoor play area, to encourage children to develop to their full potential in all areas of learning.

Children are happy and demonstrate a good sense of well-being. They are forming good attachments with staff and early friendships with others. Babies explore with curiosity and contentment and older children move around freely and with confidence. Children express their needs openly and talk freely about what they are doing and making in their play, although not all staff use this opportunity to question children and challenge their thinking. Children listen well and enjoy books at all ages to learn new words, to find things out and to re-live favourite stories. Children's behaviour is exemplary. They are developing positive attitudes towards others through learning to share and take turns, help others, and demonstrate good manners. Most staff act as positive role models and provide lots of encouragement and praise, recognising children's achievements by rewarding them with stars. However, behaviour is not always managed consistently within the team to ensure children understand about what is expected of them.

Children count spontaneously in their play and are developing a good understanding of numbers, shape and how to group objects. They problem solve using puzzles, games and activity toys at all ages. Children use their imaginations very well making models with many different constructional sets and with a wealth of small world and role play resources. In addition, they enjoy music, singing and dancing. Children use their senses to explore different media and materials, often innovatively, such as playing with dinosaurs in a tray of popcorn. Children are developing a very good knowledge and understanding of the world. They learn about growth and change through planting fruit, flowers and herbs. They visit many local places of interest and support national initiatives, such as World Health Day and Children in Need. They also learn about the lives and beliefs of other people through finding out about different celebrations, festivals and how people live.

Children's safety is of paramount importance to the staff. As a result, children feel secure and move around freely and safely between the play areas. Children learn about keeping themselves safe as they develop, through practising the fire drill, road safety on walks, and clear guidance and procedures on all outings. Books, games and resources are also used to support their learning. Children are developing a very positive attitude to healthy lifestyles. They enjoy sociable meal times during which they benefit from home cooked meals and fresh fruit and vegetables everyday. Children have free-flow access to the outdoor play area most of the day, in which they use a very good range of small and large scale equipment. In addition, they use many of the local parks to promote their fitness and physical development. Children's health is promoted to a high standard through the very clean and hygienic environment; children manage their own personal hygiene well to prevent the spread of infection.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met