

## Inspection report for early years provision

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| <b>Unique reference number</b> | 104599         |
| <b>Inspection date</b>         | 19/01/2011     |
| <b>Inspector</b>               | Brenda Flewitt |

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|------------------------|--------------------------------|
| <b>Type of setting</b> | 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 by steps leading to the front of the house or via a sloped rear entrance. Children have use of the ground floor, which includes two playrooms, a dining room, a conservatory and toilet facilities. Sleeping facilities are provided in bedrooms on the first floor. There are enclosed garden areas available at the front and rear of the property for outdoor play. The group is open every weekday, all year round, from 7am to 7pm. A childminding service is also offered from these premises at times when the childcare on domestic premises is not operating.

The group is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 22 children under eight years may attend the group at any one time, of whom no more than 22 may be in the early years age group. There are currently 44 children on roll, of whom 42 are in the early years age group. The group provides funded early education for three and four-year-old children. It supports children with special educational needs and/or disabilities, and children with English as an additional language.

The owner of this privately run group holds a qualification in early years care and education at level 3. She is studying towards a foundation degree. Eight members of staff are employed, 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 satisfactory.

Children are cared for in safe and secure premises by a suitably qualified team of staff who promote effective partnerships with parents, enabling them to attend to individual needs and routines. The family home provides an environment where children participate in appropriate range of activities over time, both inside and out. Staff are developing their understanding of the Early Years Foundation Stage principles, which contributes towards children making satisfactory progress in their learning and development. There are some methods in place to evaluate the provision, which leads to improvement in some aspects of children's experiences.

## What steps need to be taken to improve provision further?

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

- improve the organisation of activities and resources to provide a stimulating and enabling environment where children can make spontaneous choices to extend their own play and learning

- develop staff's understanding of the importance of their interaction with children during their play to stimulate problem solving, numeracy, communication and an understanding of the world around them
- review the observation, assessment and planning system so that children's next steps in their learning are clearly identified
- review meal time routines to encourage children's development in social and practical skills, for example, serving food, pouring drinks and using appropriate cutlery.

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

Children are cared for by suitably qualified staff who, overall, work well together as a team to meet children's individual needs. They implement policies and procedures to promote children's safety and welfare. Overall, staff have a clear understanding of their responsibilities to help protect children from harm. This includes knowing how to recognise signs and symptoms of abuse and the procedures to follow if there are concerns. Regular training contributes to keeping their knowledge up to date. Children play in a safe environment, both on the premises and on outings, because staff complete detailed risk assessments and daily checks. All staff are subject to rigorous checks for their suitability to work with children. All required records are in place, completed clearly and stored confidentially.

The family home is appropriately organised to provide different play areas for older and younger children. There is an extensive supply of toys and equipment available, which is stored to make use of floor to ceiling space. However, on a day-to-day basis children cannot easily access the resources independently to make spontaneous choices and extend their own play. This leads to groups of children having a limited selection at any one time. Staff are deployed appropriately to make sure children are well supervised and their individual routines adhered to. Children start to develop a positive attitude of people's differences as they use resources that reflect diversity. Planned activities and topics raise children's awareness of the wider world and aspects of the family life of members of the group.

Partnerships with parents and carers are good. Comprehensive information is supplied to parents about the setting by way of a detailed 'Parents Handbook', displays, notice boards and regular newsletters. There are daily opportunities for sharing information in order to meet individual needs. Staff complete diaries with details about children's eating and sleeping patterns, as well as their activities and achievements. Parents' views about the childcare are actively sought through annual questionnaires. Staff have developed good systems for sharing information with other settings that children attend to support their welfare and development. These include ongoing dialogue with other key workers and schools.

Improvement since the last inspection is limited. The recommendations have been partially addressed, which has led to improved behaviour management. However, all the areas of learning are still not sufficiently promoted throughout the day to

ensure children make good progress in their learning. The registered person has some methods in place for helping to identify areas for development. Staff have implemented some ideas suggested by an outside quality assurance agency. For example, changing the way books are displayed has led to children using them more frequently.

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

Children are happy and settled. They develop trusting relationships with the adults that care for them. Young children's routines and preferences are adhered to which helps them settle and feel secure. Children are confident to make their needs known, as they can be sure of a friendly response. They develop a sense of belonging as they see photos of themselves displayed to identify individual equipment. Children behave well. They know what is expected through familiar routines, such as lining up to wash their hands. Older children sometimes help to pack away toys at the end of a session. All children receive praise and encouragement for effort and achievement, which helps boost their self-esteem.

Children are involved in a suitable range of play experiences over time. Staff plan topics, themes and adult-led activities according to children's interests, topical events and family backgrounds. Staff are developing their knowledge of the Early Years Foundation Stage principles and how children learn through play. Overall, their interaction in children's play is friendly and responsive to children's communication, but they are not effective in encouraging children to be active learners and critical thinkers. Children sometimes count as they play, such as how many legs a toy animal has. They develop an awareness of weight and measure as they take part activities such as cooking or water and sand play. However, they do not count and solve problems on a regular basis during their play and everyday activities. Some children use language well to communicate, and enjoy stories and books. However, their opportunities for practising skills for writing and expressing themselves with art materials are limited to events organised by adults. Staff make observations of children's play and link these to statements from the Practice Guidance for the Early Years Foundation Stage, but planning for each child's next steps are not always clearly identified. Overall, children are making satisfactory progress in their learning.

Children enjoy a healthy lifestyle. They learn good procedures for their own personal hygiene. Children are supplied with a cooked meal, freshly prepared on the premises from nutritious ingredients. Although children all gather for mealtimes, staff do not always use these opportunities to encourage children's social and practical skills in using equipment. For example, all children use a spoon to eat pre-cut food from a bowl, and adults pour their drinks for them. Children begin to understand about aspects of their own safety, such as safe routines when crossing roads, which is developed further through games and books. They know what is expected if they must leave the premises in an emergency because they are involved in regular fire drills.

## 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

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| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 3 |
| The capacity of the provision to maintain continuous improvement                                     | 3 |

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

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|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 3 |
| The effectiveness with which the setting deploys resources   | 3 |
| The effectiveness with which the setting promotes equality and diversity                             | 3 |
| The effectiveness of safeguarding  | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships  | 2 |
| The effectiveness of the setting's engagement with parents and carers                                | 2 |

### The quality of the provision in the Early Years Foundation Stage

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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 3 |
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### Outcomes for children in the Early Years Foundation Stage

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|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 3 |
| The extent to which children achieve and enjoy their learning    | 3 |
| The extent to which children feel safe                           | 2 |
| The extent to which children adopt healthy lifestyles            | 2 |
| The extent to which children make a positive contribution        | 3 |
| The extent to which children develop skills for the future       | 3 |

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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