

Inspection report for early years provision

Unique reference number EY389335
Inspection date 07/10/2009
Inspector Elaine Douglas

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Little Farm Childcare provides after school care and is privately owned. It opened in 2009 and operates from the ground floor of a loft converted bungalow. Access to the premises is via two small steps. Children have access to a secure, enclosed, outdoor play area and dedicated playrooms. It is situated in Hewish, North Somerset. Little Farm Childcare is open each weekday from 15.15 to 18.00, term time only. Animals at the setting include a rabbit, sheep and poultry.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children may attend the provision at any one time. There are currently two children aged from three to under five years on roll, a total of 19 children under eight years and 12 children over eight years, all in part-time places. The provision currently supports a number of children with special educational needs. The provision collects children from St Anne's School.

There are six members of staff, plus bank staff, of whom one holds a level 5 early years qualification, three hold a level 3 qualification and two hold a level 2, one of whom also has a teaching qualification. One member of staff is working towards a level 3 qualification. The owner is also a registered childminder and a Childcare Development Advisor for the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The early years provision and systems to ensure continuous improvement are highly effective, which ensures excellent outcomes for children. An excellent awareness of each child's individual needs ensures the dedicated staff promote children's learning and welfare very effectively. This means children make rapid progress in their learning and development, considering their abilities and starting points. Exemplary partnerships with parents, outside agencies and the school, ensures children's individual needs are met and their protection assured. There is a comprehensive awareness of safeguarding issues among the adults and children's welfare is given the highest priority.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- having a co-key person system in the event of a key person being absent

The effectiveness of leadership and management of the early years provision

Rigorous recruitment and induction procedures are in place to check adults are suitable to work with children. Children are safeguarded by the staff's thorough understanding of signs and symptoms of child abuse and the procedures to follow in the event of a concern. A comprehensive range of risk assessments, including for each and every outing, are effectively carried out in all areas, ensuring children remain safe at all times. All staff hold current first aid qualifications, and attend food hygiene and safeguarding training. Stringent procedures ensure children are transported safely and with parental permission. The excellent maintenance of records ensures all required documentation is in place and extensive policies and procedures to safeguard children are shared with parents.

The excellent use of resources, including the deployment of staff, contributes significantly to children's progress and well-being. There is an excellent balance of adult led and child initiated activities. Staff meet prior to the children arriving from school to prepare the environment and ensure they are all clear about their daily roles and responsibilities. Senior staff have specific lead roles and have attended relevant training to support others. All staff have excellent opportunities to attend training to benefit the children and their own development. There is a shared commitment to the promotion of equality and the recognition of each child as an individual. Pictures and signs are used for children with communication difficulties, resources reflect children's cultural backgrounds and activities are adapted so that all children can take part. Staff work closely with parents to ensure that children with special educational needs receive high levels of support to enable them to be fully included in the provision.

Extensive self-evaluation and systems to monitor the provision are robust. They are used to identify ongoing improvements, and set actions to maintain and improve high-quality outcomes for children. Actions are reviewed to identify what difference they have made to the children. Currently, a covered area in the garden is being erected to enable the use of the garden in all weathers. Children and parents have good opportunities to give their feedback and staff observe children's involvement and their comments about activities to respond to their needs. The owner works directly with the staff and children, providing an excellent role model and mentoring. Parents receive excellent information on the provision and their child's development; this can be made available in other languages, Braille or audio. The introduction of profiles, which are completed by parents, enable staff to know children's starting points and through sharing good practice these have been adopted by the school. The excellent partnership with the school ensures cohesive and consistent learning opportunities for each child.

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

Excellent observations identify children's achievements and interests. These are linked to the early learning goals so staff can effectively identify children's learning

priorities. The owner works closely with the reception class teacher and parents, and uses any documentation from providers children had previously attended, to consolidate all information and identify consistent individual learning plans. Each child has a key worker who supports them in settling in, keeps observations on their development and provides a special person for each child to feel secure with.

The child-centred, welcoming environment is extremely well organised to enable children to make choices and become independent learners. For example, children put on boots and raincoats to go outside with an adult, when the rain spoils the planned activity they collect natural resources which promotes conversations about the change in the environment. In the lounge several children play Charades, reading the cards and miming for the others to guess. In the dining room children enjoy creative activities, making pictures of squirrels using a wide range of materials, and in the main playroom children work together to build a town with a road and rail track. Children benefit from excellent interaction and adult led activities. For example, staff encourage children to notice differences and similarities, they engage children in conversation and support them in working out solutions to problems. Children experience different ways of writing and mark making, for example using quills, making menus, and using different media and materials, such as rice paper and food, foam and chalk.

Staff value children's contributions and ideas, they listen and respond well. Children are encouraged to make suggestions as to how to resolve conflict and adults ensure children understand why they are being asked to do something. Consequently, children are extremely well behaved, thoughtful and understand expectations. Children get involved in raising funds for others and learn about the community they are helping. They celebrate many festivals and learn about their own and others' cultures. Tea time is a social occasion and the provision of a harvest plait prompts conversations about harvest festival, making a harvest plait previously and plaits in hair. Children are highly motivated and want to take part in the activities. They remain at their self-chosen activity until they have completed it to their own satisfaction.

Children have an excellent awareness of developing a safe and healthy lifestyle. They have daily opportunities to enjoy outdoor activities and physical exercise. Children grow and cook their own vegetables and have regular drinks. They are provided with tissues, soap and paper towels, and hand-sanitizer. Staff role model good practices, such as washing their hands before touching food and after being outside. Children use tools such as knives at the table and are shown how to carry scissors safely. They take part in outings, which promotes their awareness of water and road safety, and stranger danger. Children are involved in risk assessments and make signs around the premises, for example, 'do not go in the garden or use the trampoline without an adult'. Routines are flexible to allow children to rest or be active both inside and outside. Children enjoy feeding and caring for the animals at the setting and develop good hygiene routines to prevent cross contamination. Each child is extremely well supported and given extensive opportunities to achieve and enjoy their time at the setting.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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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