

Quackers

Inspection report for early years provision

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Inspector

Carol-Anne Shaw

Setting address

16 Low Green, Copmanthorpe, YORK, YO23 3SB

Telephone number

07976 008953

Email

mennagodfrey@googlemail.com

Type of setting

Childcare - Non-Domestic

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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*.

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Description of the setting

Quackers was registered in 2011. It is a privately owned and managed provision. The provision is situated in a bungalow in the grounds of Copmanthorpe Primary School. The Children have access to the whole of the ground floor and the enclosed garden, they have access under supervision, to the surrounding playground and field. The group is open Monday to Friday each week from 8.45am until 3.15pm, school term time only, with the exception of Thursdays when there is a stay and play session for children aged from birth upwards. Children come from the local and surrounding area and attend a variety of these sessions.

The provision is registered on the Early Years Register, a maximum of 23 children over two years of age and under five years may attend the setting at any one time. There are currently 44 children on roll who attend for a variety of sessions. There are strategies in place to support children with special educational needs and/or disabilities, and children who have English as an additional language.

There are six members of staff employed, plus the owner, who work directly with the children. Most members of staff hold appropriate early years qualifications to at least Level 3, there are three qualified teachers, two of whom have Early Years Professional Status and two have a level four childcare and education qualification. There are two regular volunteers who support the staff team.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting is highly motivated to deliver excellent care and learning for children. Children make outstanding progress in all areas of learning considering their differing starting points. The children are prepared effectively for school entry. There is an established training record that promotes the professional development of the staff team. This has implemented ongoing and significant improvements, so that children's individual needs are identified and met in all aspects of care and learning. Monitoring systems in place are mainly effective in monitoring all areas of the provision. Ongoing development is embedded in the ethos of the pre-school. The provision drives forward improvements that have a positive impact on outcomes for all children.

What steps need to be taken to improve provision further?

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

- improve further the quality improvement processes as the basis of ongoing internal review to maintain the high standards of welfare and learning.

The effectiveness of leadership and management of the early years provision

The setting promotes children's welfare to an exceptionally high level through the rigorous maintenance of records, policies and procedures that cover all aspects of the setting. Safeguarding children is given the highest priority as all staff are trained in child protection and retain relevant and current first aid certificates. Risk assessments are comprehensive and robust. There are regular practises in the use of emergency systems and safety equipment and staff remain alert and vigilant about children's safety. Children display an excellent awareness of safety issues and learn how to recognise and understand how to keep safe. The steps taken to safeguard children are highly effective.

Exemplary leadership and management skills retain the highly skilled and qualified practitioners, who are extremely well motivated and whose dedication to the children they care for is evident in all areas of the setting. Furniture, equipment and resources are effective in supporting children's learning and development. The wide range and age appropriate resources and the effectiveness of their deployment throughout the setting has a significant impact on children's access to them and consequently, the enjoyment of their play. The highly effective deployment of staff ensures the environment is conducive to children's learning and safety.

The staff team work together extremely well to provide integrated care for all children in the setting. Liaison with parents, carers and external agencies is effective in all aspects and exceptional in some areas. From the start, parents are involved in all areas of their children's development and effective exchange of information ensures that the unique capabilities of each child is recognised and promoted effectively. Parents express extremely positive opinions of the setting and praise the staff and the setting. They say that the setting is outstanding and operates as an extension of the family, it is warm and homely. Parents report that children settle into the pre-school extremely well and want to attend on days they do not attend. From their initial visit they have every confidence in the staff team. A significant aspect of the provision is the close links with school that promote effective transition into school. A number of workshops have been provided for parents linking to the rights of the child and how children learn.

Inclusive practice is well promoted; children follow individual learning programmes developed in consultation with parents. Its delivery is monitored by specialist staff within the setting to ensure that children make effective progress from their original starting points. The staff team work closely with parents, carers and other professionals effectively to identify, monitor and fully promote individual development. Staff work very closely with parents, carers and when required with other professionals to identify, monitor and promote the development of children with disabilities or learning needs.

The pre-school has an exceptionally high capacity for improvement, which is demonstrated through the ongoing improvement of the learning environment, both indoors and outside. Parents and carers are heavily involved in their children's

learning and are consulted on key matters affecting the provision through well-established and highly inclusive procedures. There is a wealth of information, strategically placed around the setting for parents to keep them well informed.

Continuous staff development programmes have improved staff effectiveness in providing the learning curriculum to link with the Early Years Foundation Stage and this has raised the quality of teaching to a very high level. Monitoring systems for the children's learning are extremely effective and the setting takes into account the views of children, parents, staff and other professionals in its ongoing self evaluation process. However, the self evaluation has not been formalised since the new registration.

The setting has well-established links with specialists and other professionals to develop its practice. For example, they make excellent use of the local authority, private training programmes and local academic institutions for ongoing staff development. They effectively use and adapt research and examples of good practise for the benefit of children in their provision.

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

Children enjoy their time in the setting and demonstrate strong relationships with the staff and with each other. There is outstanding progression in children's learning and development. This is promoted through the effective organisation of high quality, exciting resources that invite children to play together. Children's independence is fostered well through the use of well-designed and constructed resources. The setting provides a warm, welcoming environment with child-height information, photographs, displays and posters.

All staff are highly knowledgeable about child development and provide well planned, purposeful activities which allow children to explore and to make discoveries that stimulate their interest in learning. The activities provided help children to become active learners and promote critical thinking and creativity.

There is a very good balance of highly effective adult-led and child initiated activities. For example, an activity begins with a story about Bright Stanley that prompts a child to make the fish with collage adding sequins and glitter to make it shine. There are activities for the children to support their understanding of how food grows in the garden, they gather and cook the potatoes and pumpkin they have grown. They feed the birds and look for bugs and worms learning to understand nature and the changing seasons. They see eggs hatch, following the chicks in their growth to adults and egg laying, seeing the full cycle.

Children's progress in communicating, literacy and skills relating to information and communication technology is developing well. They play and work alongside their peers successfully understanding the need to co-operate and resolve situations by themselves. Children play independently becoming active, curious and inquisitive

learners. They develop an excellent understanding of the wider world and children are very well equipped with the skills they need in order to secure future learning.

Children's health is a high priority and well promoted within the group, children learn to understand why personal hygiene is important and that healthy food promotes their health and well-being. Children enjoy a wide range of healthy nutritious snacks linking to the children's individual dietary needs; they freely access drinks ensuring they are well hydrated. Snack and lunch time are social occasions with children talking together about things they enjoy eating and how they support their growth.

Children's behaviour is extremely good and children's self-esteem is reinforced through lots of praise. Diversity is valued and respected; this is supported through activities, resources and books, giving positive messages of the differences in people. All children progress very well in their learning and development, considering their starting points and gain skills for the future as they become more independent. The staff team are interested in what children do and say, all children are fully included in the many activities to provide a fun and stimulating learning experience.

Children's development is fully observed, assessed and monitored effectively in all instances. All staff are involved in monitoring progress through observations, and assessments supported by photographs. Children's learning journals are maintained to a high standard, with staff showing an excellent understanding of significant events and how to help children progress to the next stage in their development.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	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	1
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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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