

Inspection date	17/05/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 Not Applicable
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff provide a very friendly, calm and reassuring approach, which helps children feel valued and safe in their care.
- Staff form very positive relationships with parents and actively include them in their child's learning, which promotes a consistent approach for children.
- Staff provide a wide variety of exciting and purposeful play experiences for children, which support their learning well.
- Staff make good use of effective questioning to help children develop their creative and critical thinking skills.

It is not yet outstanding because

- The play environment and resources are not always well organised to fully support children's independent choices and spontaneity in play.
- Staff do not always effectively use everyday routines for helping children to solve problems, which reduces opportunities to build on their mathematical skills.

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

- The inspector observed children playing in the playroom, the dining room and the garden.
- The inspector had discussions with the staff and children at appropriate times throughout the inspection.
- The inspector sampled documentation, such as the operational policies and procedures and children's personal learning folders.
- The inspector took account of the views of parents spoken to during the day.

Inspector

Mary Daniel

Full Report

Information about the setting

Rose Cutters Childcare registered as childcare on domestic premises in October 2012. The owner, who is also the manager of the setting, was previously registered as a childminder in 2007. This privately owned setting operates from a detached house situated in Ashwell, Ilminster, Somerset. Children have use of two main play areas, a sleep room and bathroom facilities all on the ground floor. There is an enclosed garden available for outside play. The owner lives on the first floor of the house with her husband, who also works at the setting, and their two adult children. The family has two dogs, which have no unsupervised access to the children, two cats and two guinea pigs.

The owner has a level 3 childcare qualification, a foundation degree in early years education and is currently studying for her BA Honours in early years. The owner's husband is currently working towards the Early Years Professional status. In addition, there are three other members of staff, all of whom hold a qualification in early years and childcare. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 36 children on roll of whom 26 are in the early years age range. The setting operates all year round, Monday to Friday 8am to 6pm.

What the setting needs to do to improve further

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

- review the organisation of the learning environment and resources, to further encourage children's independence and self-selection in play

- maximise children's learning opportunities for solving simple practical problems within everyday routine activities.

Inspection judgements

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

Children make good progress in their learning and development. Staff get to know children's needs very well and actively support their individual styles of learning. For example, they recognise that some children will be more motivated to learn when playing outside. Therefore, they use their observations of children's achievements to plan activities to support their next steps in learning in the garden. Children are keen to explore space, size and measure as they fill and empty the different pots and containers in the sand pit.

They develop their physical control and coordination as they carefully walk along the wooden planks in the outdoor balancing area. They learn about their natural world as they watch the sheep in the adjoining field or sit quietly listening to the sounds of nature. Consequently, children enjoy themselves as they learn through their play. Staff have a good understanding of capturing children's interests and helping them engage in their play. For instance, they talk to children about 'squeezing' and 'squashing' the play dough. Children say they are 'using their muscles' as they press down hard on the dough to shape their 'cookies'. Staff extend the learning opportunities as they ask children which flavour cookies they are creating. They know children are learning about numbers so they develop this activity further by asking the cost of their cookies. They count with children as they sing a number song about some currant buns. However, there are fewer opportunities for children to start solving simple practical problems within some everyday routines. For example, at mealtimes children do not lay the table themselves or count out how many plates and cups are needed for their friends. Overall, children become confident learners and begin to gain the necessary interest to develop their future skills.

Staff plan purposeful play activities based on children's interests. For example, they provide babies with a variety of colourful activity toys. These build on the babies' interest in pressing buttons to activate lights and music. This encourages their early understanding of cause and effect. Staff provide an overall balance of child initiated and adult-led activities that support children's development. Children enjoy listening to their favourite songs and rhymes. They start to join in by singing along and following the related actions. Staff reinforce the sounds and words of babies and toddlers and encourage older children to listen carefully in an alphabet game. This actively promotes their communication and language skills and their early understanding of letters and sounds. Children have fun as they make a 'train' of chairs and invite their friends to come on board. They decide to travel to 'London' to see the 'Queen' and then stop to buy some 'ice cream'. This encourages children's imaginations and allows them to explore their experiences with their friends.

Staff recognise that children will also learn differently at any other settings they attend. They share relevant information with staff at these settings in liaison with parents. They then review this information when planning further learning opportunities. This effectively promotes children's development and provides a cohesive approach to their learning. Parents are actively involved in their child's learning from the start and staff respect them as their child's first carers. As children start they ask parents to complete their own assessment of their child's development. This effectively supports staff in planning appropriate challenges that are based on children's existing abilities from day one. Staff keep parents fully informed of their child's activities and achievements each day. Consequently, children's development is effectively shared between home and the setting.

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

Children are cared for in a comfortable, homely environment where they are welcomed and valued. Staff work very well with parents in settling their child in happily. For example, parents provide a 'calm box' full of items, such as a soft toy or favourite book,

which they know their child likes. Children use their boxes when they wish, which helps them feel safe and connect with their home. As a result, children separate from their parents with increasing confidence and feel safe and secure in the setting. Staff act as very positive role models and create a calm, relaxed atmosphere. They use positive reinforcement effectively and talk with children about ways of resolving minor upsets which occasionally arise over sharing toys. Children learn to think about the consequences of their actions and so begin to accept the needs of their friends. Older children are encouraged to help younger ones. For instance, they learn to share out the play dough so everyone can join in. As a result, staff actively support children in behaving well and developing a sense of responsibility. This prepares children well for moving onto their next setting, such as school.

Staff support children well in understanding how to use play equipment safely. They explain the dangers of walking in front of the swing and show them a safe way to go round. An older child knows he must get onto the see saw carefully when a younger friend sits at the other end. As a result, children show consideration for others and begin to develop a sound sense of keeping themselves and others safe. Staff talk to children about getting rid of germs and they take their wellingtons off after playing outside. Suitable nappy changing procedures are implemented and staff use a coloured coded system for using cloths for different cleaning tasks in the kitchen. This helps to prevent the spread of infection. Staff encourage children's understanding of healthy eating through discussion and meaningful activities. For instance, children enjoy making bread together and learn how to knead the dough and then leave it to rise. They return to add sunflowers and shape the dough to be cooked. As a result, children learn about the sequence of events in making bread and notice the changes that occur during the process. Children help to grow beans, carrots and potatoes and more recently have grown cress seeds. Consequently, staff support children well in learning about foods that are good for them.

Children use resources imaginatively as they say they need two square shapes to make their ham and cheese sandwich. This promotes their creativity and recognition of early mathematical concepts. They are encouraged to help in tidying up the toys. However, the organisation of play areas and resources does not support children well in this task or effectively encourage their independent choices in play. This reduces children's self-selection and spontaneity in some aspects of their play and learning. Children thoroughly enjoy their time playing in the garden. They benefit from having plenty of space to run, swing and climb. There is a good range of outdoor play equipment to support their physical development. For example, they excitedly crawl through the pop up tunnel and eagerly help to move the colourful parachute in different ways. As a result, children have good opportunities to stretch their muscles and develop their physical skills while having fun.

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

Staff have a sound understanding of their responsibilities in promoting the learning and development and safeguarding and welfare requirements of the Early Years Foundation

Stage. For example, they understand how to promote children's welfare and are clear on the procedures to follow should any safeguarding issues arise. Children are well supervised and staff prioritise children's safety through ongoing visual risk assessments. For example, the garden is checked before children go outside and on outings children wear high visibility vests. This effectively promotes children's welfare. Staff work very well together as a team. They discuss the activities offered and how effective they are in supporting children's learning. In addition, they use a tracker system, to monitor children's overall progress. There are good systems in place for including parents within the process of completing the progress check for two-year-old children. Consequently, staff are regularly monitoring children's development and identify where they may need more support.

There are clear recruitment procedures in place and staff are qualified, vetted and are very well supported in ongoing training opportunities. This helps to ensure they are suitable to work with children. Staff give a positive approach to self-evaluation and their views contribute towards making ongoing improvements. They regularly reflect on their practice, the activities provided and how children respond to these. As a result, they promote positive outcomes for children. Very positive partnerships are formed with parents as staff are fully receptive of parents views and include them in all aspects of the provision. For instance, parents and grandparents are welcomed into the setting to join in with their children's story time. Parents say staff provide high quality care for their children. In particular, they feel very well supported as their children start. For example, they appreciate the opportunity to create the 'calm box' for their child to have with them in the setting. They say this helps them settle their child with complete reassurance.

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

Unique reference number	EY454879
Local authority	Somerset
Inspection number	891026
Type of provision	Childminder
Registration category	Childcare - Domestic
Age range of children	0 - 8
Total number of places	18
Number of children on roll	36
Name of provider	
Date of previous inspection	not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

