

Inspection date	10/02/2014
Previous inspection date	07/10/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Staff provide excellent support for children to enable them to develop exceptional independence, take responsibility and manage age-appropriate tasks.
- Children have an outstanding sense of belonging and are extremely confident and happy at the setting.
- The manager uses excellent systems of self-evaluation, seeking and responding to children's and parents' views, to sustain a high quality provision that meets the needs of all their users.
- Staff have outstanding partnerships with parents and others involved in children's care which enable them to have an excellent awareness of children's individual needs. They provide a highly consistent approach to the promotion of children's learning and development.
- Children make exemplary progress in their key areas of learning, which provides a firm foundation for their future learning.

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 activities indoors and in the outdoor area.
- The inspector carried out a joint observation with the manager.
- The inspector checked safeguarding information and the premises.
The inspector spoke to parents and the local reception class teacher, and took account of the setting's own self-evaluation, parents' and children's survey and quality improvement plan.
- The inspector sampled documentation, including policies and procedures, children's development records and planning.

Inspector

Elaine Douglas

Full report

Information about the setting

Little Farm Childcare registered in 2009 and is a privately owned out-of-school care facility. It operates from the ground floor of a loft-converted bungalow, in Hewish, North Somerset. Children have access to two dedicated playrooms with adjacent toilets and three secure, enclosed, outdoor play areas. Animals at the setting include a rabbit, sheep and poultry. Little Farm Childcare is open each weekday from 3.15pm to 6pm term time only. They also run a holiday club from 9am to 3pm with additional care provided from 7.30am to 6pm as required. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 54 children on roll aged from four years to 15 years; of these, five are in the early years age range. The provision currently supports a number of children with special educational needs who are in the older years age range. The provision collects children from St Anne's School. There are 13 members of staff; the owner/manager holds an early years qualification at level 5, one member of staff holds an early years degree and eight staff hold a childcare qualification at level 3. One member of staff holds a childcare qualification at level 2 and is working towards a qualification at level 3. The owner is also a registered childminder and a childcare consultant for the local authority.

What the setting needs to do to improve further

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

- enhance children's understanding of the world further, for example, by making the exploration resources more accessible in the outdoor area for children to use in impromptu situations .

Inspection judgements

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

Staff have an excellent awareness of promoting the learning and development requirements. They understand each child's unique needs through their meticulous observations and sharing outstanding information with parents and staff at the schools children attend. They all contribute to the development records and include children's comments. Staff skilfully involve children in planning the challenging, exciting activities, following on from school topics. Consequently, children immerse themselves in their learning and make rapid progress from their starting points. This prepares children exceptionally well for their next stages of learning and development.

Staff use inspirational ways of promoting children's language and communication, such as topical group discussions. Staff provide information on these discussions for parents, so that they can continue children's learning at home. All children use sign language and

learn words in the first languages of children attending. There are communication areas, so that children can sit outside to have discussions on the logs, seats and in the willow den. Staff introduce new vocabulary and children demonstrate their understanding by using the words in the correct context. For example, children talk about their paternal and maternal relatives while making their family tree. This leads to positive discussions about children's family differences and similarities. Children are very independent; they change their shoes and store their belongings safely on arrival. They help to clean the tables after finishing their snack and confidently use chopsticks to eat noodles. Children are inquisitive and experiment with ways of using resources, promoting their critical thinking and creativity.

Staff expertly encourage children's mathematical development during play and planned activities. For example, children list their family in order of age and recognise numerals as they play hopscotch. They make a height chart and regularly review it to see how much they have grown and identify who is now the tallest and smallest. Children use a whiteboard to record their scores when playing games. Staff support children in writing simple words and unusual names through sounding the letters. They encourage children to discuss their plans and review them when they make changes. All children are active learners and eager to participate in activities.

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

Staff promote children's well-being extremely well and understand the impact this has on their learning and development. The setting has extended their key person system to have a buddy so that children always have a special person who knows them exceptionally well. Some staff also work at the schools children attend so they have an in-depth knowledge of children's learning and care needs. This also enhances children's confidence when moving between the settings. Staff involve children in setting rules and taking appropriate responsibility. Children make posters of the mini bus rules and discuss feelings and worries. Consequently, children are exceptionally thoughtful, polite and behave extremely well. Staff have high expectations of children's behaviour and children demonstrate their understanding of what is expected of them. For example, children clear their plates and cups, and put up their hand to request permission to leave the table. Children have very high self-esteem and a strong sense of belonging. They are confident to discuss sensitive issues because they have excellent relationships with the staff. Staff at the school comment very positively on how the children who attend the setting are extremely well prepared for school.

Staff deploy themselves extremely well so that children can make full use of all the facilities indoors and outside. They provide a highly enabling environment so that children become deeply involved in self-chosen activities and find ways to develop their ideas. The children benefit greatly from the extensive outdoor provision. This includes an allotment, 'forest school' activities, sensory garden and farm animals. Staff set up boxes of resources outdoors to promote all areas of learning. For example, children use chalk to draw hopscotch, play with a number line and use large equipment with control and coordination. Although there are excellent resources to promote exploration, these are not

always easily accessible outside, for example to enhance children's exploration of the sensory garden. Children have excellent opportunities to explore resources and use them in their own way after staff introduce them in planned activities.

Children develop an outstanding awareness of a safe and healthy lifestyle. Staff plan exciting activities that challenge children to manage appropriate risks. For example, under strict supervision they build a fire, use knives and peelers to prepare vegetables and cook them. Children enjoy a wide range of nutritional snacks for their tea, such as noodles. They help themselves to water from a dispenser and select from a bowl of fruit at any time. Staff follow exceptional hygienic procedures to protect children's health, using different chopping boards for different purposes, for example. Children use hand gel when they come in from the outside area and independently wash their hands before eating.

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

The management have an excellent awareness of their responsibilities in meeting the requirements of the Statutory Framework for the Early Years Foundation Stage. Staff implement the extensive risk assessments extremely well to help keep children safe both on and off the premises. All staff have completed safeguarding training and the leaders attend management training so they all have an excellent awareness of protecting children's welfare. There are rigorous systems to employ only suitable staff and the manager now makes ongoing checks on all staff to help ensure they remain suitable. The team review their policies and procedures on an ongoing basis for the safe and effective management of the setting. Previously, in 2012, a notification of an incident was made to Ofsted by the provider, demonstrating awareness of their responsibility to do this. However the notification was not made within the required 14 day timescale. At the time Ofsted decided to take no action in respect of this. It is evident that the provider and management now have a clear awareness of keeping Ofsted informed of any significant events, in a timely manner. Staff have an inset day at the beginning of each term to go through children's starting profiles, discuss information on care and look at ways to support and promote each child's learning and development. The manager closely monitors every child's development and that of different groups, such as boys and girls or those learning English as an additional language. This ensures that she can identify any gaps in children's learning and seek additional support so every child reaches their full potential.

The leadership team have excellent systems for evaluating their provision and constantly seek to maintain a high quality provision. They actively seek parents' views and through a children's council keep them central to all decisions. As a result, they have introduced older children supporting staff in leading activities. This gives them additional responsibility and younger children respond exceptionally well to them, learning from their experience. Current development plans include building an outdoor classroom. This is to make the same high quality resources indoors more easily accessible outside for children's preferred learning styles. The manager and all staff have an exceptional commitment to continually updating their knowledge and through peer observations regularly discuss effective

practice. The manager uses supervision, appraisals and observation to monitor the quality of teaching. She identifies staff strengths and uses these to maximise children's learning experiences. For example, a member of staff with a degree in drama therapy supports children through drama sessions in resolving any conflicts.

Staff provide parents with extensive information on the provision in a range of ways to meet all their needs. This includes how to continue activities at home and parents comment on how much they appreciate these. They speak very highly about the staff and their excellent support, particularly mentioning working together, involving parents as much as possible. Parents decide if they would like staff to help with children's homework. Staff have exemplary partnerships with the schools that children attend. Staff from a school comment highly positively on how the consistent approach to supporting children has an exceptional impact on their development. They regularly meet with staff to discuss children's development and agree the next stages of learning. The manager attends multi-agency meetings, working highly effectively to support children's individual needs.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY389335
Local authority	North Somerset
Inspection number	916416
Type of provision	Childminder
Registration category	Childcare - Domestic
Age range of children	4 - 8
Total number of places	30
Number of children on roll	54
Name of provider	
Date of previous inspection	07/10/2009
Telephone number	

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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.

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