

Inspection report for early years provision

Unique reference number	EY413982
Inspection date	14/02/2011
Inspector	Amanda May

Type of setting	Childcare on domestic premises
------------------------	--------------------------------

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 1231, 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.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Guildford Childcare Limited was registered 2010. It mainly operates out of two rooms and a large conservatory within a private home, although at times children may access the lounge, kitchen and dining room areas. Children have access to a large enclosed outdoor play area. The provision is situated in a residential area close to Shalford and Guildford town centre. The provision is close to shops, parks, schools and public transport links. It is open each week days from approximately 8.00am to 6.00pm. The registered person also holds a childminding registration however she may not operate any childminding provision when providing childcare on domestic premises.

Guildford Childcare Limited is registered by Ofsted on the Early Year register and the compulsory and voluntary parts of the Childcare Register. A maximum of 16 children may attend the provision at any one time and no more than six may be under two years at any one time. The provision supports children with special educational needs and/or disabilities and also children who speak English as an additional language. The provision may also offer care to children aged over five years to 11 years. Overnight care is not provided.

There are eight members of staff who may work within the setting full-time, part-time or providing cover although generally there are just four present each day. Two members of staff are qualified teachers and the registered person has recently achieved Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are making exceptional progress due to a clear staff belief in providing a personal and individual provision of care to each and every child. A key strength of this provision is the dedicated staff team who are ambitious and meticulous in enhancing the provision and ensuring they consistently reflect on their own practice to promote future development. Relationships with other professionals and early year's provisions are highly effective in the majority of instances and close partnerships with parents ensures that all children are fully supported in reaching their potential.

What steps need to be taken to improve provision further?

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

- consider enhancing the partnerships in place with some early years' settings to promote further continuity and coherence of care for individual children.

The effectiveness of leadership and management of the early years provision

Secure and robust recruitment procedures are in place which promotes children's safety and well-being fully. Staff are knowledgeable and very aware of the procedures surrounding safeguarding children and the manager has implemented effective strategies to ensure staff feel confident to share their concerns to the appropriate agencies if required. Staff and the manager demonstrate a thorough awareness of potential hazards within the setting and act immediately to minimise these, for example cleaning up spilt lentils from a sensory activity whilst providing small brooms and dustpans for the children to help. This heightens the children's awareness of how to keep themselves and their friends safe.

Resources are exceptionally well considered and utilised, which heightens the children's enjoyment of specific activities immensely. Staff are keen to provide children with new and interesting experiences and develop their resources to support this, such as through including peppermint scent and colour into home made modelling dough. The space is also utilised very well and babies needs are fully appreciated and included, for example as they freely move from the quieter room to join the older children in the main play space whenever they wish. Children's individual needs are known fully by staff and are met in all instances. Children enjoy learning about the cultures and beliefs of others, whilst being supported in developing their understanding of their own backgrounds. For example, children enjoy celebrating the setting's 'Italian day' where they make flags, learn key Italian words, enjoy making pizza dough and listen to Italian music.

Staff have an excellent awareness of how children learn and how they can further support and nurture their interests. Parents are exceptionally pleased with how their children are cared for and provide a wide range of written and verbal recommendations for why the setting is so special. The setting reflects on parent's views as well as implementing their suggestions for future development, these include making changes to the way that daily written feedback is shared with parents. The staff actively value what the children have to say and use this to enhance activities whilst sharing good practice with other settings. These methods ensure the setting is constantly developing which further heightens the children's opportunity to thrive.

The manager is highly ambitious and is very experienced in caring for children. Her enthusiasm is spread amongst the staff who are both knowledgeable and inspiring in their work. Partnerships with other early years settings are very effective in the majority of cases and the provision is eager to continue to enhance these relationships, benefiting the children even further. Health care professionals who work with the children are also fully involved and key information is effectively shared in order to ensure staff have an expert understanding of how they can support individual children to the best of their ability.

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

Children who attend the provision are extremely settled and very happy. Their confidence is obvious from how they arrive in the morning, waving goodbye to parents and being greeted warmly by staff and the other children. A wide range of activities promotes children's interests and enthusiasm and they quickly become fully transfixed on their activities. Children enjoy making use of the beautifully resourced imaginary shop, where they find shopping bags and use small note books and pencils to practice their mark-making skills as they make shopping lists together. The shop is filled with a range of real fruits and vegetables which enhance the sensory experiences of the children and encourage their awareness of making healthy food choices. Children talk confidently about healthy foods and enjoy a spontaneous opportunity to investigate a range of fruits following reading a story about them together. Staff encourage children's interests fully and they eagerly feel the texture of the fruits and describe the differences between them, with children using language such as rough, smooth and spiky.

Staff are fully aware of each child's stage of development and are knowledgeable about how they can provide activities which are interesting and support each child's next steps in learning. Children are supported in their use of number and in making calculations within their play, whilst enjoying having a range of resources which they can arrange and sort carefully. The outdoors is very well utilised and children enjoy investigating resources which are innovative and exceptionally well planned. This is demonstrated as children make a trip to the African garden, a small sheltered area at the top of the outside area where children can hide and hunt for monkeys and white tigers. Before their adventure begins children dress up in African dress, find binoculars and maps and are given photographs of things to look out for. Children climb aboard a small wooden boat at the bottom of the garden, before closing their eyes and counting to twenty. As they open their eyes they find they have magically arrived at their destination. All children are fully involved and included in the activities, and babies look on with interest, holding a photograph of a monkey a member of staff helps them to find. Children enjoy this activity immensely whilst developing a deeper awareness of the wider world and an understanding of different cultures and countries.

Relationships within the setting are extremely close between children and staff alike. Children remain stimulated and curious in their activities and as a result, behaviour amongst the children is impeccable. Children are eager to support their friends, for example when singing together children offer to hold the hand of a child who feels shy, giving her a big clap when she chooses to join in. These close relationships help children to feel safe and secure, with babies also receiving lots of cuddles and attention from the staff who carefully ensure their individual routines are met. Children are making significant gains in their learning and demonstrate outstanding progress in developing the skills that will help them in the future.

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	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

The quality of the provision in the Early Years Foundation Stage	1
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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