

# The Counting House

Inspection report for early years provision

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**Unique reference number** EY371128  
**Inspection date** 17/11/2008  
**Inspector** Helen Blackburn

**Setting address** 15 Market Street, HECKMONDWIKE, West Yorkshire, WF16 0JY

**Telephone number** 01924 405995

**Email**

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

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

## Description of the setting

The Counting House was registered in 2008. It is one of three provisions managed by an individual owner. The nursery operates from a converted house situated in the centre of Heckmondwike. There are schools, shops, parks, and access to public transport in the area. Children are cared for within four rooms located on the ground floor. All children share access to a secure enclosed outdoor play area. Children attend from the local community and surrounding areas.

A maximum of 25 children aged from birth to five years may attend the nursery at any one time. The nursery is open five days a week from 07.00 to 18.00 all year round. There are currently 39 children on roll aged from 11 months to four years. Of these, 39 are within the Early Years Foundation Stage and 11 children are in receipt of early education funding. The setting supports children with learning difficulties, disabilities and who speak English as an additional language.

The setting employs six members of childcare staff and a cook. Of these, four hold appropriate early years qualifications and two are currently working towards a qualification. The setting receives support from the local authority and they are members of the National Day Nursery Association.

## Overall effectiveness of the early years provision

Practitioners appropriately promote children's welfare, learning, and development by providing a warm, welcoming, and inclusive environment where children are happy and settled. Good regard is given to keeping children safe and healthy through effective practice and detailed policies and procedures. Partnerships with parents, planning and extension of resources is developing, although some aspects in these areas are lacking. Strong commitment to continual improvement is evident with management able to prioritise the areas of development.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop partnership with parents and others regarding sharing what they know about children's starting points and ongoing progress
- continue to extend resources to provide children more choice across all areas of learning, including extending the resources that positively promote inclusion and diversity
- develop monitoring systems to evaluate planning records to ensure all areas of learning are covered sufficiently .

## **The leadership and management of the early years provision**

Management have a clear understanding of the importance of monitoring and evaluating the service provided for children, which includes recognising contributions from staff and parents. The setting has a realistic view of its strengths and has made steady progress, prioritising areas of development. For example, practitioners have reflected on good practice issues, which have resulted in children having continuous access to outdoor play. Through training, the professional development of practitioners is encouraged and supported.

Parents access a varied range of information regarding their child's welfare and care, for example, through newsletters, menus, and discussion. Practitioners are working hard to encourage parents to contribute to their child's progress and learning. However, systems for sharing children's starting points, ongoing progress, and liaison with other carers involved in children's learning are in the early stages of development and still lack some detail. Through working well with parents regarding children's individual needs, children receive consistent care.

The arrangements for safeguarding children are appropriate. Practitioners carry out regular safety checks and complete detailed risk assessments so that they eliminate risks. This includes recording and reviewing accidents so that appropriate action can be taken. In addition, clear and concise policies and procedures contribute to the safe and efficient management of the setting. The policies clearly link to the Early Years Foundation Stage, which means all documentation sufficiently meets regulation requirements. All staff have accessed some basic child protection training resulting in them having a sound understanding of what to do if they have concerns about a child's welfare. Appropriate recruitment and vetting procedures ensures that adults working with children are suitable to do so.

## **The quality and standards of the early years provision**

Children's welfare and care is well promoted. Practitioners know the children well and have positive relationships with them. The key person system ensures familiar adults care for children, therefore, promoting continuity. This means practitioners meet children's individual needs and this results in children being happy and settled.

The management of illness, infection, and hygiene effectively promotes children's health. For example, practitioners adopt good and efficient cleaning routines to minimise cross-infection and accurately record any medications administered to children. The children have a good understanding of health and personal care and they independently wash their hands. They enjoy eating a wide range of healthy and nutritious meals helping them to learn about making healthy choices. Through children having continuous access to outdoors, they enthusiastically take part in physical activities, supporting them in leading a healthy lifestyle. Opportunities to support children's physical development are also available indoors and children develop their dexterity skills through mark making and construction activities.

The children play well together and they enjoy opportunities, such as lunchtime to interact and socialise with their friends. Practitioners provide a positive role model for children and they appropriately manage children's behaviour. The children learn about sharing and taking turns and respond well to positive praise. They are beginning to learn about the world and community where they live through walks and celebrations of some festivals, although, visitors to the setting and resources to promote inclusion and diversity are still few in number.

The appropriate organisation of the resources on low shelves enables children to make independent choices and decisions, although self-selection is more limited in the activity room. The children decide what they want to play with enthusiastically and this contributes to them having a positive attitude towards their learning, promoting their self-esteem and self-motivation. Children enjoy playing in the post office, which helps them to develop their pre-writing skills as they pretend to fill out forms and address letters. Through music, art and imaginative play the children express themselves in creative ways and through songs and counting they learn about simple number concepts.

Practitioners appropriately support children's learning by being actively involved in children's play and through asking them challenging questions. They plan and provide activities based on children's interests, observations, and individual needs. However, quantity and choice of resources and a system for monitoring whether planning sufficiently cover all areas of learning are lacking. Through training and using the Early Years Foundation Stage guidance practitioners understand how young children learn and develop. They appropriately use their knowledge to observe and record children's progress, including identifying their next steps. The setting also has additional systems in place to meet the needs of children with learning difficulties or disabilities through their individual educational plans and through working closely with parents and external agencies.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.