

# [Add setting name]

[add address line 1], [add address line 2], [add address line 3], [add postcode] (to be removed before publication on the website for childminders, childcare on domestic premises and settings in women's shelters or on military bases.)

## Inspection date

Previous inspection date

[Add inspection date]

[Add previous inspection date]

## The quality and standards of the early years provision

### This inspection:

[Add grade]

Previous inspection:

[Add grade]

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

[Add grade]

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

[Add grade]

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

[Add grade]

## The quality and standards of the early years provision

[Use bullet points for the summary, All sections of the summary must fit on the front page.]

### This provision is [add grade]

- Insert key strengths for requires improvement and good judgements.
- Insert key weaknesses where the judgement is inadequate.
- Use only this section where the judgement is outstanding.
- *This should be a user-friendly summary that conveys the main inspection judgements.*
- *It must include sufficient detail to support the judgement on overall quality and standards.*
- *It should be written in plain English with no jargon.*

### It is not yet outstanding/good because [use for good/requires improvement]

- Insert key weaknesses for requires improvement and good judgements.
- *This section should identify where improvements are needed.*
- *It must identify weaknesses leading to actions and/or recommendations.*

### It has the following strengths [use for inadequate]

- Insert any identified strengths in this section where the provision is judged inadequate.

## 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.

**[Delete if not applicable]** There were no children on roll when this inspection took place. The findings in this report are based on evidence gathered from discussions with those who care for the children and an inspection of the premises, equipment and relevant documentation. Where there are no children on roll, no judgement is made on the quality of the early years provision as there is no reliable evidence on which to assess its impact on children. The report states whether the provider continues to meet the requirements of registration.

**[Delete if not applicable]**

The provision is also registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

- Insert inspection activities in a bullet pointed list.
- *This section should include the main activities undertaken by the inspector during the inspection, for example:*
- *The inspector observed activities in the four play rooms and the outside learning environment.*
- *The inspector conducted a joint observation with the manager.*
- *The inspector held meetings with the manager of the provision and the early years professional.*
- *The inspector looked at children's assessment records and planning documentation.*
- *The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.*
- *The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.*

## Inspector

Insert name of inspector

## Full report

### Information about the setting

*This section is a factual statement about the setting, giving readers a context for the inspection findings.*

*It should (where applicable) include information about:*

- *the date of registration of the registered provider*
- *the location of the setting – for reports on childminders, inspectors should make sure that the address or specific location cannot be identified*
- *the organisation of the setting, including any links with other registered provision or a school or children’s centre*
- *parts of the premises used for childcare or childminding purposes*
- *whether the setting receives funding for the provision of free early education to children aged two (where applicable), three and four*
- *whether the setting follows any particular educational philosophy, for example Steiner, Montessori or HighScope*
- *whether the setting is also registered on the Childcare Register*
- *the opening times of the setting – making it clear, where appropriate, if provision is only offered before or after school or during school holidays*
- *the number of children on roll and their age range – making it clear if no children were present or on roll at the time of the inspection*
- *whether the setting supports children with special educational needs and/or disabilities, children who speak English as an additional language, or any particular groups of children who may be disadvantaged such as children from workless households – inspectors do not need to comment if there are no such children currently on roll*
- *the number of staff and a brief overview of their qualifications, including any who have early years professional status or qualified teacher status*
- *access to the provision – inspectors only need to include this information where access may be difficult, for example if the provision is situated on the first floor with no lift access*
- *any other information that is likely to be of interest to parents – for example, where childcare on domestic premises is provided, one of the providers may work alone for one day of the week under a separate registration as a childminder from different premises.*

## What the setting needs to do to improve further

**[Delete if not applicable]** The provision is inadequate and Ofsted intends to take the following enforcement action:

[The inspector must liaise with the compliance, investigation and enforcement (CIE) team and include the agreed enforcement action in this section. Where the CIE team holds a case review, the CIE team will complete this section.]

**[Delete if not applicable]** To meet the requirements of the Early Years Foundation Stage the provider must:

[List the actions following on from the stem above and link them to the relevant requirement(s).]

- *Actions must arise from the legal requirements of the Early Years Foundation Stage. They must not repeat the requirements the provider has failed to meet but must give precise information about what the provider must do to put matters right to meet requirements.*
- *Actions should be raised in order of priority with the most serious failures first.*
- *Inspectors **must** raise actions where provision is judged as inadequate (unless provision is inadequate and enforcement action is to be taken).*
- *Inspectors may raise actions for learning and development in addition to sending a welfare requirements notice for failures to meet safeguarding and welfare requirements.*
- *Where a provider has failed to notify Ofsted of a significant event, or more rarely is in breach of a condition of registration, inspectors must not raise actions but should make reference to the failure/breach in the section on leadership and management.*
- *Inspectors are most likely to raise one or more actions to meet learning and development requirements where provision is judged as requires improvement.*
- *Actions cannot be used for provision that is judged as good.*

**[Delete if not applicable]** To further improve the quality of the early years provision the provider should:

[Insert recommendations, following on from the stem above, including provision judged as outstanding or good.]

- *Recommendations should focus on what will bring about the most improvement, making it clear which elements of practice should be improved and how, without being prescriptive.*
- *Recommendations should only be used for provision judged as requires improvement or inadequate if they will not hinder the provider's ability to make progress with actions.*

- *Recommendations should not be linked to the requirements of the Early Years Foundation Stage but should be based on what the inspector considers will bring about the most improvement. Inspectors may use 'the inspection criteria in the evaluation schedule as a guide but should not quote directly from the document.*
- *Recommendations should be placed in order of priority.*
- *Recommendations should be discussed, and where possible agreed, with the provider.*

*[The following bullet points are guidance for report writing and must be used in conjunction with the grade descriptors in the Evaluation Schedule].*

## Inspection judgements

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

- *The focus of this section should be whether children are acquiring the skills, attitudes and dispositions they need to be ready for school or the next stage of learning.*
- *Include judgements about the quality of teaching and its impact on the progress children make relative to their starting points .*
- *Make sure that children's learning and development is covered. Always include the learning and progress of particular individuals or groups where this is better, or worse, than others.*
- *Include any variations in practice for different age groups and/or abilities or for different groups of children.*
- *Include the impact of any particular approaches funded by the government or local authority. This includes any funding for free early education as well as other initiatives such as the 'Every child a talker' programme where inspectors should explain the impact this has had on children's language and communication skills.*
- *Make sure the balance of the section supports the grade and is in line with, but does not simply repeat, the grade descriptors.*
- *Use one or two well-chosen examples and/or quotations from observations to illustrate the judgement where possible.*

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

- *Make sure the balance of the section supports the grade and is in line with, but does not simply repeat, the grade descriptors.*
- *Use one or two well-chosen examples of practice to illustrate the judgement, where possible.*
- *This section should explain the impact of practice on children's confidence and self-*

*motivation, and how well prepared children are emotionally for the next stage in their learning*

- *Make reference to children's physical and emotional well-being in relation to their emotional attachments, especially where babies are present.*
- *Draw out any difference in age groups or between different groups of children.*

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

- *Make sure the balance of the section supports the grade and is in line with, but does not repeat, the grade descriptors.*
- *Use one or two well-chosen quotes and/or examples to illustrate the judgement where possible.*
- *Always include text on:*
  - *the provider's understanding of their responsibilities in meeting the learning and development requirements, including the extent to which they monitor the planning and delivery of the educational programmes; the consistency of assessment; and the monitoring of children's progress, including the extent to which monitoring identifies any groups of children who may need extra support to close gaps in learning*
  - *the provider's understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Include their knowledge of how to keep children safe and the impact of any failures to comply with requirements.*
- *For group care include a reference to the quality of staff and trainee supervision, including the impact of any monitoring of performance: staff qualifications and the systems in place for mentoring, support, training and professional development and the impact these have on improving practice.*
- *For childminders include reference to the impact of any training undertaken, and for childminders who employ assistants, include a reference to the quality of supervision, including the impact of any monitoring of performance, and the systems in place for mentoring, support, training and professional development and the impact this has on improving practice.*
- *Make reference to how well the setting works in partnership with parents.*
- *Include the effectiveness of partnerships with external agencies and services in securing appropriate interventions. Where the provider has not yet had reason to establish partnerships with other professionals, focus on their knowledge and understanding of the importance of partnership working.*
- *Include how well the provider knows about their provision, the quality of the self-evaluation and how this is used to plan for improvement, including improvement since the last inspection and the capacity of the provider to sustain improvement.*
- *Where the inspection is a re-inspection of an inadequate provider mention the impact of*

*actions taken as a result of monitoring, including the number of monitoring visits undertaken.*

- *Where relevant, this section must include any actions the provider was required to take as part of an investigation carried out before the inspection.*
- *Any breaches of Childcare Register requirements should be reported in this section.*
- *In the case of priority and brought forward inspections, inspectors must refer to 'Conducting brought forward and priority inspections following risk assessments' and 'Inspection guidance for inspecting provision on the Early Years Register following the risk assessment process' when writing the report.*

**The Childcare Register** *[Delete if not applicable]*

- *Where requirements for the Childcare Register are not met, inspectors must consider the impact of the failures in the leadership and management section of the report.*
- *It is highly unlikely that providers who fail to meet the requirements of the Childcare Register can be judged as outstanding for their early years provision.*

The requirements for the compulsory part of the Childcare Register are **Met/not met**

The requirements for the voluntary part of the Childcare Register are **Met/not met**

*[Delete if not applicable]* **To meet the requirements of the Childcare Register the provider must:**

- *[list of actions]*



## 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

<b>Unique reference number</b>	EY123456
<b>Local authority</b>	Somewhere Local Authority
<b>Inspection number</b>	77777
<b>Type of provision</b>	Full-time provision/sessional provision/childminder/out of school provision
<b>Registration category</b>	Childminder/childcare on domestic premises/childcare on non-domestic premises
<b>Age range of children</b>	[add ages]
<b>Total number of places</b>	[add number]

<b>Number of children on roll</b>	[add number]
<b>Name of provider</b>	The management committee of .....
<b>Date of previous inspection</b>	[add date or 'not applicable']
<b>Telephone number</b>	[add 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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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