



## **Raunds Child Centre**

Inspection report for early years provision

**Unique Reference Number** EY312624  
**Inspection date** 10 May 2006  
**Inspector** Sally Elizabeth Lee

**Setting Address** The Mobile, Manor School, Mountbatten Way, Raunds,  
Wellingborough, Northamptonshire, NN9 6PA  
**Telephone number** 07761 426895  
**E-mail**  
**Registered person** Raunds Playgroup  
**Type of inspection** Integrated  
**Type of care** Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Raunds Child Care was registered in September 2005 in new purpose-built premises in the grounds of Manor School in Raunds in Northamptonshire. The group has sole use of the premises and incorporates the pre-school and out of school care. The pre-school accepts children from 2 and a half years and operates 10 sessions a week from 09:05 to 11:35 and from 12:35 to 15:05, term time only. The out of school club offers care to children from St Peter's Junior and Park Infants school which form part

of the whole school campus. It operates from 07:30 to 08:50 and 15:15 to 18:00 weekdays during school terms. The setting has use of 2 large playrooms, a kitchen and toilets. There is an enclosed outdoor area which includes a covered area.

There are currently 57 children on roll including 35 funded 3 and 4 year olds. The setting receives support from the local authority advisory teacher.

There are 10 members of staff who work with the children, of whom 6 have an appropriate qualification and 2 are currently nearing completion of their training.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children stay healthy because the routines in the setting help to teach them good hygiene practices, for example, washing their hands after using the toilet and before eating their snack, covering their mouths when they sneeze or cough. They follow the good example set by the staff who gently encourage and remind them. The majority of the staff have attended basic food hygiene training and all have current first aid certificates.

Children benefit from the snack provided during the morning session and after school. The choices provided for the children are tolerably healthy but children do not always have access to drinking water, which has the potential to affect their overall health. Children's individual health needs are recorded before they start at the group and staff are careful to ensure these are met. Children learn about the importance of a healthy lifestyle from the work done during carpet time as well as general discussion during snack and physical play.

Children enjoy physical play opportunities in the outdoor play area as well as within the setting. They develop balance and co-ordination on the wide range of equipment for physical play which includes sturdy wheeled toys, climbing frames and slides. Older children enjoy table tennis, football and basket ball. In addition children are encouraged to move imaginatively during ring games and song and rhyme sessions. Staff are beginning to use the 'Birth to three matters' framework to plan and provide physical play experiences for the younger children.

Children are protected because staff are first aid trained and the first aid box is stocked appropriately. Medication administered and accidents are recorded carefully and consent to emergency medical treatment has been requested, ensuring parents are fully informed about their children's care.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in a child-centred setting where they are generally safe,

secure, happy and settled. The building meets the needs of the children very well. They are able to move around independently, have access to all types of play and have their care needs well met. Staff are vigilant and follow procedures which help to minimise risks and keep children safe. However, electric sockets are not always covered within the building and the gate from the patio area to the outdoor grassed area is not secure and these have the potential to compromise children's safety. Risk assessments are in place and are reviewed regularly. Children learn to keep themselves safe by practising fire drills and by talking in carpet time about why they should not run inside the setting, and why they should tidy away the toys.

Children use a wide range of high quality, inviting equipment for both indoor and outdoor play. Careful thought goes into the purchase of new equipment to ensure it meets the needs of the children as well as complying with the appropriate safety standard. Children benefit because the resources and play materials are cleaned and checked regularly for safety and hygiene.

Children are further protected by the sound knowledge and understanding by staff of the clear child protection procedure which is in place.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy their time at the setting. They achieve well because staff are skilled and use their clear understanding of early years guidance, such as the 'Birth to three matters' framework and the Curriculum guidance for the foundation stage, to provide a wide range of imaginative activities for the children.

Young children make progress because staff know the children well and are sensitive to their individual needs. Close and caring relationships increase children's sense of trust and help them to settle within the setting. Staff are experienced and enjoy the company of the children in their care, they spend time talking to and playing with them. Older children enjoy their time in the after school club. They appreciate the relaxed atmosphere and particularly enjoy playing physical games and sports in the outdoor play area.

### **Nursery Education**

The quality of teaching and learning is good. Children are happy in the setting and have a very positive attitude to learning. They are motivated and work well together. They are developing good language skills and enjoy listening to books and stories in small and large groups. They ask for favourite stories to be read. They contribute eagerly to group sessions but are learning to listen and to sit quietly when appropriate. They are developing very good concentration skills, persevering with tasks, whether it be a 40 piece jigsaw puzzle or a 14 block tower. They are beginning to recognise letters and numbers and to write their own names. Children use their imagination in role-play and art and design. They enjoy role-play very much, becoming involved in booking their tickets at the 'travel agent', packing their suitcases and boarding the 'aircraft' for their holiday. They have regular opportunities to look at the world around them and particularly enjoy going on bug hunts in the outdoor area.

They experiment with a wide range of different media, including paint, dough, clay, water and sand.

Staff have developed very good systems to observe, monitor and record children's achievements and to plan experiences that help children take the next step in their learning. However, information and communication technology is not used to support children's learning which has the potential to limit their understanding in this area. Organisation of space and resources is effective and children are encouraged to develop independence in their personal self-care and in their ability to access resources. Children are learning the difference between right and wrong from the good example set by the staff and by the work done at carpet time when children talk about boundaries and why they are in place. Staff manage behaviour quietly and consistently and children learn well to share and take turns. Generally behaviour is good. However, noise levels within the group are high, especially when children first arrive at the start of the session, and this has the potential to limit children's learning. Overall children are making good progress towards the early learning goals.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children are able to play a full part in the setting because staff value their individuality. Children's likes, dislikes, fears and special needs are discussed and recorded before they start at the pre-school and so they settle well and enjoy their time there.

Children behave well. They benefit from the calm and consistent way staff manage behaviour. They are encouraged to share and take turns and they are learning the difference between right and wrong. They talk about why boundaries are in place during group time and are learning to think about the consequences of their actions. Children play together harmoniously, especially in the role-play area. They are proud of their achievements, for example, they show each other the paper aeroplanes they have made and enjoy flying them. Staff provide good role models for the children and use praise well, rewarding children with comments such as 'You flew the plane well. You were a very good pilot' or 'What lovely drawing'. They have high expectations of the children but are quietly insistent when challenged.

Children have limited opportunities to learn about themselves as part of wider society as the range of books and resources showing positive images of diversity is small. Staff have restricted knowledge and understanding of other cultures and beliefs and this results in a limited range of festivals being celebrated which does not have the potential to affect children's knowledge in this area. However, staff have a good knowledge and understanding of how to meet children's individual needs and all children are welcomed into the group. Children are included in the activities and routines and children's individual needs are well met. They are encouraged to respect and value themselves and each other, and this approach fosters children's spiritual, moral, social and cultural development.

The good partnership with parents and carers which has been developed contributes significantly to the children's well-being and enriches their time at the setting.

Children benefit because parents receive regular information through newsletters, parents notes and displays on the notice board. Information about children's routines, needs and interests is actively sought before care begins and parents are encouraged to become involved in their children's learning through the information they receive about forthcoming topics. Parents value the welcoming atmosphere and approachable staff at the setting. However, the complaints procedure in place does not comply with current guidance and has the potential to compromise the partnership with parents and thus affect children's well-being.

## **Organisation**

The organisation is satisfactory.

Children benefit from the commitment of the staff to meeting the individual needs of the children. Staff are qualified and experienced and work very well together as a team. They are sensitive to the children and make their care and education their first priority. They are encouraged to undertake regular training and take on new initiatives such as the 'Birth to three matters' framework. The committee plays an active role in the setting and standards within the pre-school are monitored regularly by both the management and committee. There is a clear recruitment and vetting procedure in place for all staff. The quality of the leadership and management of the nursery education is good.

Staff are well organised to ensure the recommended ratios of children and staff are maintained at all times and there is a clear procedure in place to record children and staff attendance. The building has been designed and set up to allow children to develop personal independence and to give them opportunities in all areas of play and learning. Children and parents benefit from the effective key worker system in place in the pre-school.

All the legally required documentation which contributes to children's health, safety and well-being is in place and is made accessible to parents and staff. Overall the setting meets the needs of the children who attend.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

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.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- make drinking water available to children at all times
- make the outdoor area secure
- make sure all electric sockets in areas used by children are fitted with covers
- amend the complaints procedure in line with current guidance and includes contact details of the regulator
- increase the range of resources promoting positive images of culture, ethnicity, gender and disability to develop children's knowledge and understanding of their own and other cultures and beliefs.

### The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- manage children's behaviour to reduce noise levels within the group
- develop the use of information and communication technology to support children's learning.

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