



# Sinfin Community Childcare

Inspection report for early years provision

<b>Unique Reference Number</b>	EY279508
<b>Inspection date</b>	26 June 2006
<b>Inspector</b>	Justine Ellaway
<b>Setting Address</b>	Sheridan Street, Sinfin, Derby, Derbyshire, DE24 9HG
<b>Telephone number</b>	01332 770167
<b>E-mail</b>	
<b>Registered person</b>	Sinfin Community Childcare
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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 inadequate - notice of action to improve.

### WHAT SORT OF SETTING IS IT?

Sinfin Community Childcare opened in 2004. It operates from a purpose-built building within the Community Enterprise Centre, which is situated in Sinfin, Derby. A maximum of 110 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.30 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 93 children aged from 0 to under 8 years on roll. Of these 14 children receive funding for nursery education. Children come from a wide catchment area.

The nursery employs 18 staff. Of these, 16 hold appropriate early years qualifications and 2 are working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is satisfactory.

Children's good health is mostly promoted and the risk of cross infection minimised as there is a clear written policy on the exclusion of children who are ill which is shared with parents. Children are encouraged to learn about good health and hygiene as they consistently wash their hands during the session. Several children wash their hands without being reminded after toileting and are therefore gaining an understanding of good hygiene practice. Staff use anti-bacterial spray to wipe down the tables before meals and after mess play and use disposable gloves and aprons when serving meals or changing nappies. However, on occasion children play with outdoor toys that have not been cleaned prior to their use, not effectively promoting good hygiene when outdoors. Children receive appropriate care if they are ill, permission to seek emergency medical treatment or advice has been requested to ensure children's individual needs are met in the event of an emergency.

Children are reasonably well nourished as there have been improvements to the daily menus to ensure that meals are more healthy. Whilst there are still some processed foods included in the weekly menu, a large proportion of the meals are home cooked and include fruit and vegetables. The cook includes vegetables in meals whenever she can, for example, she blends tomatoes and other vegetables to make a sauce for pasta and pizza. Fruit is usually included at snack times and drinking water is regularly available to promote children's good health. Children's independence and social skills are mostly encouraged at meal times as they sit together and serve themselves with vegetables and drinks. However, staff interaction is not fully effective in promoting a calm atmosphere and encouraging good manners with older children.

Children enjoy regular opportunities to be active and play outside twice daily as well as going on walks in the local community and on outings. Babies, young children and after school children receive a good level of support from staff to develop and extend their physical skills and have fun whilst playing outside. For example, a staff member plays with a hoop with a young child and shows him how to hold it and roll it. A member of staff from the after school club helps the children set up a game and joins in, which creates a calm atmosphere where children enjoy playing for long periods of time. Staff mostly engage with children over two years which supports their play and development outside.

Children who receive funded nursery education are progressing satisfactorily in the development of their small muscle skills, as they have regular opportunities to write, draw and paint and use cutlery with increasing control. However, outdoor play for

children who receive funded nursery education is not always effectively organised. Children enthusiastically play with balls and other small equipment and use wheeled toys with control. They sometimes play circle games, where they join in co-operatively with others. However, children sometimes play with equipment that is not appropriate for the space available. For example, they do not have enough space to play a game of planned football and the game has to be stopped even though several children are joining it and enjoying it. Children are not given sufficient challenge when they play outside. As a result children's physical development is not effectively promoted.

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

The provision is satisfactory.

Children are happy to enter the nursery and begin playing. They are usually greeted personally by staff which helps them to separate easily from their carers and enables them to feel secure within the group. A good settling in routine in the baby unit means that children quickly settle easily and feel comfortable with staff. The indoor space is well organised to provide different areas for different types of activities. For example there is a dedicated messy play area within each room and pre-school children have constant access to a sheltered decked area so they can enjoy the fresh air whilst they play. Children are able to move about comfortably and easily. Children have free access to a varied range of good quality toys and resources which promotes their independence. They access some of the toys and resources freely during their play. Systems have been developed to ensure there are regular checks of the toys and equipment to ensure children can play with them safely.

Children's safety is mostly promoted. All staff have recently undertaken training in health and safety, they use a daily checklist for both the indoors and the outdoors and detailed risk assessments are completed for each room. However, the checklists are not fully effective currently as they do not identify all risks. Staff in the baby room provide good levels of supervision and define boundaries to ensure children's safety. The after school staff involve children in developing the rules so they are clear about their own safety. However, at the time of the inspection a small part of the outdoor area used by pre-school children presented a possible risk. As a result children's safety is not fully promoted when they are outdoors. There are effective collection procedures to ensure children's safety, the nursery uses a password system if another person is collecting a child. Access to the premises is restricted and staff can view who is at the door before they let them in. Children are beginning to develop an understanding of how to keep themselves safe through discussion with staff, although they are not always consistently reminded. Children's welfare is promoted because staff have a satisfactory understanding of child protection issues and procedures.

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

The provision is satisfactory.

Children are happy and comfortable in the setting. They enjoy interaction with staff

during the session, which ensures they are comfortable and confident. Effective questioning is usually used during play to extend children's learning and encourage them to think. Children's independence is encouraged as they are able to move freely between activities and around their room.

Children participate in a suitable range of play opportunities which promotes their emotional, physical, social and intellectual development. They are mostly engaged in play during the session. Staff are developing use of the 'Birth to three matters' framework along with development profiles to meet the needs of younger children. There are a good range of activities provided for children at the after school club and children decide what they want to do which promotes their independence.

### Nursery Education

The quality of teaching and learning for funded children is inadequate. Staff have a limited knowledge of the 'Foundation Stage' and as a result are unsure how quickly children should progress through the framework. Planning covers the six areas of learning equally and identifies which stepping stone is being covered in an activity. However, the activities that are delivered do not always relate to what has been planned. Also, the planning does not identify the different levels of ability or how an activity might be made easier or harder. There are insufficient challenges for more able children. Staff are not effective at building on children's interests or ideas. Staff occasionally use questioning or explanation to teach children new skills. A range of resources are available at each session to provide variety. Assessment systems have been developed and are completed regularly. However, they do not reflect children's stage of development and are not used to inform planning.

Children show an interest in the activities provided and will engage for short periods of time, for example, when listening to a story. They show independence when moving freely around the environment and will sometimes choose resources themselves. Children have self-confidence and they separate from carers easily. They are beginning to make attachments to members of the group and will join in with others when playing. Children usually behave well and will listen to instructions. They demonstrate a sense of community as they talk about their own families. Children are developing self-care skills well, for example, a child gets his jumper when it is time to go outside and puts it on with assistance.

Children are beginning to recognise certain letters as they select their own name card when they arrive and at meal times. Most children are confident to speak in front of others and are able to explain their needs. For example, they tell a member of staff when they need to go to the toilet. Occasionally children will self-select books from the book area and they enjoy listening to stories. Some children practise their handwriting skills on a regular basis at the drawing and painting tables and use cutlery with increasing confidence. Opportunities to write for a variety of purposes is not usually available.

Children are beginning to learn to count up to five, more able children can count up to ten. More able children respond to simple calculation questions, which are effectively introduced at snack times. Children recognise simple shapes and enjoy playing with construction blocks fitting them together. Children are developing an understanding

of other cultures and beliefs through the celebration of festivals. There are occasional planned opportunities to explore and investigate, for example, looking at growing things, although this is not effectively followed up when children show an interest about bugs. There are sufficient resources so that children develop an understanding of ICT, although they are not incorporated regularly into the session and as a result children do not self-select them. Children have opportunities to develop a sense of time through talking about the lives of people familiar to them.

Children have sufficient opportunities to learn about basic colours as they regularly paint and staff ask questions about the colour of the toys they are playing with. As a result most children know their primary colours. There is an appropriate range of opportunities to develop an awareness of sounds and songs. Children participate with enthusiasm during singing and are keen to choose their favourite song. Children do not always use their imagination and find it hard to sustain an interest in a game. They rarely visit the role play area or engage in dressing-up or imaginary play.

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

The provision is satisfactory.

Babies and younger children are personally greeted by staff as they arrive, which enables them to enter the setting and separate from their carers easily. As a result children feel valued and comfortable. There are displays of the children's work as well as photographs which promotes a sense of belonging. Children with special needs receive appropriate support at the nursery, staff make effective use of external support to ensure they provide appropriate care. Children develop an understanding of the wider world through a satisfactory range of resources and activities.

Children are beginning to develop an understanding of right and wrong, although this is not consistently managed across the nursery. Children under the age of three receive clear explanations from staff, who are positive role models and use appropriate praise and encouragement throughout the daily routine. As a result children engage in play in a calm atmosphere. However, children in the pre-school do not usually receive praise and encouragement when they are playing well and explanations are not always given as to why something is inappropriate. As a result children do not always play harmoniously.

Children are able to make choices and take decisions, for example, what they play with and for how long. Children at the after school club are regularly consulted and as a result feel included and involved. Satisfactory information is provided for parents in the form of a brochure and staff sometimes talk to parents about children's development to promote consistency of care. Notice boards are displayed in the reception area, although they do not fully inform parents of what children are doing within the nursery.

Children's spiritual, moral, social and cultural development is not fostered.

The partnership with parents and carers of funded children is inadequate. Information about the 'Foundation Stage' is displayed on a notice board for parents to view, however this is difficult to understand and not immediately obvious how it links to the

areas of learning. Parents are not currently informed about their children's progress and achievements. The nursery has recently implemented a suggestion box in each room to gather comments from parents. Systems to involve parents in children's learning have not been developed.

## **Organisation**

The organisation is satisfactory.

The experienced and supportive staff team work well within their rooms to provide a positive setting for children. Staff are mostly deployed effectively throughout the session. Good staff ratios are maintained so that children usually receive appropriate support during the session which positively impacts on their care, learning and play.

Effective procedures are in place to ensure the suitability of staff to work with children. Policies and procedures work in practice to promote children's health, safety and enjoyment, and staff demonstrate an understanding of them. Effective use is mostly made of space, time and resources to provide a positive environment for children to play and learn.

Overall, children's needs are met.

The leadership and management of funded nursery education is inadequate. Whilst the Manager and Deputy are beginning to establish their roles, it has not been clearly established who takes overall responsibility for the nursery education. Staff take it in turns to plan activities, although the planning is not always shared so that staff are aware what is being provided on a particular day. The setting largely relies on external agencies to identify areas for improvement. Systems have been established for evaluating activities, although they are not always useful as they do not identify what has been achieved in terms of learning. Systems have been established for monitoring whether the areas of learning and aspects are covered equally over the year, although systems to identify if there are any gaps in children's learning are yet to be developed.

## **Improvements since the last inspection**

At the last care inspection the setting was asked to promote the good health of children by providing meals and snacks that are consistently nutritious for all ages of children; and to ensure that information provided by parents about children's dietary requirements or preferences are continuously taken heed of and appropriately addressed. The setting has reviewed and improved meals provided to children, the cook maintains a record of all children's dietary needs which is displayed in each room and ensures that meals provided comply with requirements. As a result children's health is promoted in relation to meals.

The setting was asked to develop staffs confidence in managing a wide range of children's behaviour and ensure the named member of staff responsible for behaviour management issues has the time to support staff and implement expert advice. This has been partly addressed since the last inspection as all members of

staff have attended training and feel more confident in managing behaviour. As a result most children are receiving praise and encouragement during their play and explanations are usually given to enable them to learn about right and wrong.

The setting was also asked to take positive steps to ensure that hazards in the outdoor area such as nettles, rose bushes and overgrown plants are made inaccessible to children. This has been addressed, however the setting is currently having work done to landscape the outdoor area, therefore other issues were identified at the inspection.

At the last nursery education inspection the setting was asked to implement effective monitoring and evaluation systems for the educational provision and ensure staff's training and development needs are met. Evaluation systems have been established and are being completed by staff, although they are not currently fully effective and therefore not positively impacting on the planning of activities for children. Monitoring systems have yet to be developed. Staff training needs are in the process of being identified, staff have not attended sufficient training in relation to nursery education since the last inspection. As a result children's progress in relation to the 'Foundation Stage' is unsatisfactory.

The setting was asked to continue to develop staff skills in using the planning and assessment systems to ensure all children make good progress and are consistently challenged in their learning; and to ensure that all staff use effective questioning and language to maximise children's learning through the planned activities, daily routines and children's spontaneous interests. Staff have been supported by the Local Authority Early Years Department to develop planning and assessment systems, although they are not currently effective and therefore do not meet all children's needs.

The setting was also asked to improve the organisation of outside play, physical activities and group times to ensure that all children are fully engaged and challenged; and to develop planning for outdoor play sessions to incorporate a wider range of learning activities and experiences. Planning shows that children are able to enjoy a variety of experiences outside, for example, playing circle games, playing on equipment. However, this is not fully effective as on occasion activities are planned that are not appropriate for the space used. As a result children's physical development is not fully promoted.

### **Complaints since the last inspection**

Since the last inspection in July 2005 Ofsted has received one complaint relating to Standard 1: Suitable Person, Standard 7: Health and Standard 8: Food and drink. The complaint related to un-vetted and unqualified staff caring for children and meals being prepared in unsuitable areas. An Ofsted childcare inspector made an unannounced visit to the setting to investigate these concerns. Ofsted raised two actions that the setting ensure policies relating to recruitment and vetting procedures are updated to include the new regulations and to ensure that food preparation complies with current regulations. The provider continues to remain qualified for registration. The provider has made a record of the complaint in their complaint



record.

## 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 inadequate - notice of action to improve.

### 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):

- promote the good health of children by ensuring that information regarding meals is shared with parents
- regularly review the outdoor area to ensure that all risks and hazards are minimised and that it is safe for children
- ensure that children's behaviour is managed consistently, that children receive appropriate praise and encouragement and are able to learn about right and wrong

#### The quality and standards of the nursery education

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- ensure that parents and carers are encouraged to become involved in their child's learning and that they are given information on their progress and next steps
- continue to develop planning systems to ensure that activities are appropriate for all children, that children are engaged in purposeful play when playing outdoors and that children are consistently challenged
- review observation and assessment systems to ensure that progress records accurately reflect children's stage of learning and clearly identify their next steps
- implement effective monitoring and evaluation systems for the educational provision and ensure staff's training and development needs are met

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)