



Victoria Centre Out Of School Activities

Inspection report for early years provision

Unique Reference Number	220257
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Inspector	Rosemary Moore
Setting Address	Victoria Centre, Palk Road, Wellingborough, Northamptonshire, NN8 1HR
Telephone number	01933 277400
E-mail	victoria_centre@btconnect.com
Registered person	Victoria Centre
Type of inspection	Integrated
Type of care	Full day care, Sessional care, Out of School 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.

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 good. 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?

The Victoria Centre has been registered since 1992. It operates from The Victoria Centre in Wellingborough. Three main play areas are used these include the sports hall, Bailey Room and Sanctuary. There is a large kitchen and dining area. Children have use of an outdoor play area. A maximum of 50 children may attend at any one time. The provision operates a playgroup and out of school club during school term-time and a play scheme during school holidays. The playgroup runs from 09.15 to 11.45 each week-day, although extended care is also available from 09.00 to 12.30 if required. The out of school club opens every day from 8:00 to 9:00 and 15.00 to 18.00 and caters for children aged four to eleven years. The holiday play scheme is open every week-day from 08.00 until 18.00.

There are currently 13 children on roll at the playgroup. This includes seven children in receipt of nursery funding for 3-year-olds. There are no children in receipt of nursery funding for

4-year-olds. There are 52 children on roll at the out of school club. There are children attending who speak English as an additional language.

There are a core group of five staff who work at the facility. All the staff have appropriate early years qualifications. The playgroup receives support from the Local Authority

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean, warm environment. They stay healthy because staff follow appropriate hygienic procedures and clear guidance when children are unwell. For example, the premises are cleaned daily to help prevent cross contamination and children do not attend if they are ill. Children know the well-planned daily routines well. As a result, they learn the importance of good personal hygiene and are fully aware of their own personal care needs. Children are involved in hand washing before snack time, after using the toilet and when joining in creative activities. Staff supervise young children well to ensure they are thorough and allow older children their privacy with an overview of proceedings.

Children benefit from a healthy and nutritious snack, they develop a growing awareness of different foods through discussion and tasting. They are offered a variety of hot snacks, fruit, toast, vegetables and foods from other cultures. Children enjoy their food because snack time is used as a social time and valuable learning experience. The young children count how many are of them are present and share around plates, they also discuss the food and work out how to share it out between them. However, children attending after school are not included in helping to hand round plates or snack, neither do they pour their own drinks. This restricts children's healthy independence, opportunity to develop skills and to be actively involved in snack time routines.

Children enjoy regular opportunities for fresh air, exercise and indoor physical play, which, contributes, to their good health and well-being. This gives children confidence in their physical skills. They experiment with different ways of using the slide. Children run whilst kicking a ball, they practise their jumping on the trampoline. They receive appropriate guidance and support on how to use scissors, use writing implements. This helps improve children's control and self-confidence in their physical skills.

Older children have opportunities for physical play. They generally choose to use the outdoor play area for team sports such as football to run around after school. In school holidays they are taken to the local park or on outings to enable them to have more freedom of movement.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming environment, walls have been painted in bright primary colours with large cartoon characters. For example, a large painting of Mickey Mouse is on the wall. Children make use of the available equipment moving freely from one activity to another

within the room. They are able to choose from a good range of toys and resources to suit their needs.

Children are cared for in a safe and secure environment where risk assessments are ongoing to ensure their safety. Access to the premises is monitored by security camera's and staff checking visitors into the building to safeguard the children. Supervision of children, by staff who are effectively deployed, supports safety. For example, staff closely monitor children on the steps reminding them to take care in the outdoor play area. Appropriate safety equipment is used according to the area and ages of the children at the time. Children participate in fire evacuation practice and procedures are clearly displayed and understood by staff.

Children's welfare is well protected because staff are familiar with the child protection policy and procedures. They understand possible signs and symptoms of abuse and how to deal with these. A copy of the most recent local guidance is available, along with the relevant contact details.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle quickly to participate in their chosen activity. The familiar room layout and good daily routines are carefully followed to allow children time to build on their self esteem. They appear happy and confident in the small group relating well to staff as they play. For example, children begin a craft activity sitting at the table with staff who discuss activity and offer support. They then select further craft resources of their own choice which encourages children to be imaginative with their own creations. Children are developing their skills with controlling their hand to eye coordination as they use sticky tape to wrap presents and cutters to cut the dough. They move freely around the playroom, developing control of their whole body movements. For example, children bounce, climb up and slide down the large play equipment, they push dolls around the room in buggies. The environment offers lots of stimulation and children are constantly busy moving around the activities.

Children benefit from activities planned using the 'Birth to three matters' framework. This clearly provides appropriately for the few youngest children in the group. Children become increasingly independent as they begin to use their own imagination through role play in the home corner and by dressing up.

Nursery Education.

The quality of teaching and learning is good. Staff are working well together as a team to motivate children and aid development all areas of children's learning. They have a sound knowledge of the curriculum to enable them to balance the range of activities to suit the needs of the children. Staff allow children time to progress at their own individual level and are very aware of differences of ability within the group. They consistently praise children for their achievements, challenging all children individually and making them feel valued and included. Activities are well balanced to allow for adult directed and child initiated activities giving children valuable freedom to explore and experiment. For example, children spend a while exploring the texture of shaving foam in a large flat container. Staff interact well, expanding the children's

interest and questions them to make them think about and try to explain how it feels. Staff make ongoing observations and assessments of all children, which are effectively evaluated to plan the next stage in children's learning. Therefore, children make good progress towards the learning goals. Staff fully support children with English as an additional language or any learning difficulties. Behaviour is well managed with staff quick to remind children of what is expected of them and the reason why. This develops the children's self-discipline and respect for others.

Children are learning and developing their language skills because staff are very aware of the importance of these for communication. On arrival children select their own name and place it onto the board in the correct place. Group time brings all of the children and staff together, and effectively builds on learning and concentration skills. This appears to work well with children very involved in proceedings, listening and responding to their name, looking at pictures, joining in with songs, stories or rhymes. They also show an appropriate level of concentration at activities due to the good level of staff support. Children are questioned to develop their train of thought and staff skilfully engage children for increasing lengths of time.

Children are encouraged to count and recognise numbers with routine daily activities. They have numbers around them to see and learn to identify. Children are able to select a number when requested and watch each other at group time when they look for numbers on a large advent calendar. Children are learning about size and shape as they wrap presents and they also work out problems of how much paper is needed and how to fold and stick this together successfully.

Children are beginning to express their feelings, show increasing control of their bodies, as they learn a new action rhyme. Children singing, jumping and stretching whilst moving around the room, some very challenging actions and lots of fun and laughter.

Helping children make a positive contribution

The provision is good.

Children are all made welcome to the setting, settling well because of the effective relationships with parents and staff. Children have time to develop a sense of belonging as they become familiar with the new surroundings and faces. Individual information from parents as to the care of their children allows for sufficient support. This eases the process for the children, giving them a feeling of self confidence. Parent and toddler sessions on the premises also prepares children well for admission to the provision.

Children are able to learn about their own culture and others in their community and the wider world. Activities and resources support the children in their understanding and allows for opportunities to discuss diversity. Visitors to the setting and outings also leads to children developing a greater knowledge of the world around them. The importance of this is clearly understood by the staff and children take an interest in the photographs on display in the playroom.

Children's spiritual, moral, social and cultural development is fostered. Children are well behaved and learning what is expected of them. For example, they are gently reminded that is not acceptable to push the buggy up the slide and the reason why. Older children have a good

system in place for sharing more popular activities. This encourages them to take responsibility for their own actions. Children respond well to praise and show respect to staff, because the staff are good role models.

Partnership with parents and carers who receive nursery education is satisfactory. Children's development is promoted through positive relationships and effective settling in procedures. However, parents are not initially encouraged to share information suitable to assess and build upon the Foundation Stage. Therefore, staff need to spend valuable time assessing the levels of ability of the children. Parents understand they are able to access their children's records at any time and are invited to annual parents meetings to discuss their progress.

Organisation

The organisation is good.

Children benefit from the organisation of space. Resources and activities are arranged to allow for various types of play and encourage children to become involved in their chosen activity. For example, by creating a designated area for craft activities where children can freely express themselves. There are suitable induction processes for staff so that they have knowledge of policy and practice to promote children's welfare and learning. Staff are deployed effectively, which supports the supervision of children and provides opportunities for individual attention. An operation plan is in place, which includes written policies and procedures to support children's welfare. The play scheme operates in all school holidays providing a well planned program for children to enjoy.

Leadership and management of the nursery education is good. Managers and staff understand their roles and responsibilities, working well together as a team. They have support from the local advisory team and ongoing training. Systems are in place to assess, and improve the quality of their practice for the education of the children. For example, staff discuss and reflect on their practice at regular meetings. They monitor the quality of teaching and evaluate the children's progress to enable them to identify the next steps in their learning. Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the provider was asked to improve the Health and Safety policy and procedures, including the risk assessments. This has now been completed to support the care of the children at the provision.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see upon request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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):

- develop the written statement about special needs to ensure it is consistent with current legislation and guidance
- further encourage all children's independence with regard to snack times for older children

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):

- further develop the system to gather information from parents, with regard to their child's education.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk