



## Wattisham Airfield Childcare Centre

Inspection report for early years provision

<b>Unique Reference Number</b>	251707
<b>Inspection date</b>	26 January 2007
<b>Inspector</b>	Deborah Kerry
<b>Setting Address</b>	2 Valley Road, Wattisham Airfield, Ipswich, Suffolk, IP7 7RE
<b>Telephone number</b>	01449 728928
<b>E-mail</b>	
<b>Registered person</b>	Wattisham Airfield Childcare Centre
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Crèche

## 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 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?

Wattisham Airfield Child Care Centre opened in 1993 and operates from a community centre. It is situated close to Wattisham Airfield near Wattisham, Suffolk. A maximum of 26 children may attend the pre-school (full day care) and a maximum of 16 may attend the crèche (sessional care) at any one time. The pre-school is open from 09:00-11:45 and 12:45-15:25 each weekday and the crèche is open every morning from 09:00-11:45, term time only. All children share access to a secure enclosed outdoor play area.

There are currently 50 children aged from two to five years on roll. Of these 26 are in receipt of funding for early education. Children come from the immediate vicinity as most of their parents live or work on the base, however, places are available for civilian families.

The childcare centre employs 14 members of staff. Of these, eight hold appropriate early years qualification and four staff are working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's health is effectively promoted as staff carry out health and safety checks before each session which ensures the room is clean, warm and tidy. Children learn about keeping healthy through topics and activities. Through the regular routines of the setting, they know that they need to wash their hands before eating and to wait until tables have been wiped before using them. Staff follow rigorous procedures for nappy changing which eliminates the risk of cross-infection.

Parents are kept fully informed about the food and drinks offered to the children, as weekly snack menus are displayed on the board outside each room. Children enjoy a variety of healthy snacks during each session that meets their individual dietary needs. For example, children have pancakes with butter, tortilla wraps with cheese and ham, or a variety of fresh fruit. Children's dietary needs are recorded and displayed which ensures that staff are able to meet them effectively.

There is a fully enclosed outside play area with fixed play structures which children access regularly. They also have access to the main hall in the community centre for physical activities. For example, music and movement sessions or an obstacle course which ensures that children are developing a healthy awareness of exercise while strengthening their muscles. Children enjoy going for nature walks around the setting which promotes their understanding of the environment and of keeping themselves healthy.

Children in the pre-school are able access the book corner where they can sit quietly and rest or look at books. Children in the crèche have a separate room with cots where children can sleep according to their own needs and are monitored closely by staff.

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

The provision is good.

Children in the pre-school have appropriately sized furniture, which is organised so that they can move around freely and safely. The children's work is attractively presented on the walls which creates a warm and welcoming environment. The role play area is currently set up as a 'space station' with rockets, stars and moons which the children have made and are incorporated into the colourful display. Children's independence is promoted as they are able to access the toilets and wash their own hands unaccompanied. Staff check the outside area before it is used by the children and any potential hazards are removed.

Children in crèche have a soft play area set out with cushions where they can sit quietly and look at books. The room is decorated with the children's work, posters and pictures and are situated at an appropriate height for the younger children. There is a separate room for those

who need to sleep with cots which is closely monitored by staff. Children are escorted to the toilets as these are situated across a corridor, staff provide support if needed with potty training.

Children are kept safe and secure as the entrances to each room are kept locked and are only opened by a member of staff. Children are learning to keep themselves safe as staff remind them to sit on chairs properly and not to run, so that they do not hurt themselves. Staff carry out daily checks before the children arrive, which includes the outside area to ensure that there are no hazards accessible to them. Fire drills are carried out periodically and all staff are confident in their duties to maintain the safety and welfare of the children that attend. All fire equipment is thoroughly checked each month ensuring that the safety of children is maintained to a consistently high standard. Each area has 'walkie-talkies' for effective communication between the staff and ensures that that children are appropriately supervised at all times.

All staff have a thorough understanding and knowledge on the local safeguarding children procedures. They are fully aware of the steps to take if they have a concern about the welfare of a child. There is a safeguarding policy in place; however, it does not include the procedure to be followed in the event of an allegation being made against a member of staff or volunteer.

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

The provision is good.

Children are relaxed and settled in the crèche. They are provided with a wide range of suitable resources and activities that they are interested in and enjoy. For example, they engage in painting and have free access to craft activities and sand play. The role play area is currently set up as a 'post office' with appropriate resources to support the children's play. Staff sit with children at snack time, ensuring this is a social occasion. Children enjoy looking at books and listening to stories, they choose books to take home and share with their parents. There is a colourful display of sensory bags with different items in which the children can touch or smell. At the end of the session children enjoy singing their favourite songs and join in happily with any actions.

Staff have attended training on the 'Birth to three matters' framework and they plan a variety of stimulating, fun activities each day which meets children's individual needs. The planning covers the four aspects and components of the framework and is colour coded which makes it easy for staff to see at a glance which area the activities cover. They have compiled a list of each child's favourite activity which is referred to when planning to ensure that each child's needs are taken into account. Staff undertake regular observations on their key worker children which is then transferred to their individual profiles, ensuring that their progress is recorded.

### **Nursery Education.**

The quality of teaching and learning is good.

Through regular planning meetings staff have developed a good understanding and knowledge of the Foundation Stage. All staff are involved with planning the range of activities for the children that cover the six areas of learning and are clearly linked to the stepping stones. The plans are displayed and staff regularly check to see which activities are needed to support the

children's learning. There is excellent staff deployment which benefits the children as staff ensure they are getting the best from their play. Staff undertake regular observations on the children and their progress is recorded but their records do not always show the next step in their learning. The adult focused activities are used to target individual children to ensure that they are all making progress. However, this is not always differentiated to children's abilities or fully evaluated to ensure that the learning objective was reached. Staff use effective questioning techniques to encourage children to develop their thinking skills. There are effective strategies in place which encourage positive behaviour, children know the 'golden rules' and what is expected of them and they behave well.

Children sit quietly and listen at circle time, they respond when their name is called for registration. Children are learning the groups rules because expected behaviour is discussed at circle time. Through playing games together they learn about sharing and turn taking. Children show high levels of independence with regard to self care as they are able to use the toilets unaided. They talk about the weather, the month and date developing their knowledge on time and the changing seasons. Children enjoy looking at books and listening to stories. They choose books to take home and share with their parents which develops their understanding that print carries meaning. There is a writing area which gives the children free access to a wide variety of resources for mark making. For example, they use chalks, paint, pencils, stencils and glue spreaders.

Children develop their understanding of number as they count how many children and adults there are at each session. They have access to a variety of resources which promote their understanding of similarities as they compare two groups of objects. Children complete puzzles and play dominos with staff, supporting their knowledge of shape, size and colour. When playing in the water children learn about volume, full and empty as staff use mathematical language as they pour, fill and empty containers.

Children use their senses as they 'search for bugs' in jelly as they squeeze it between their fingers. They experiment with ice as they watch it melt and understand why this happens. Children have a variety of resources which they use to design and build. For example, they use Lego to make 'houses and cars' for the road track. They use a digital camera to record their activities, they play a variety of educational games on the computer which develops their understanding of technology. Children ask questions about where they live and staff effectively use a globe to point out England and in which part of the country the children live. Planning includes a varied range of different world festivals that are celebrated in practical and innovative ways which gives children a positive outlook on the wider world and other peoples beliefs.

Children are able to run, climb, jump, ride and throw using the large equipment, balls and hoops when outside which develops their sense of space and different ways of moving around. Children have a good understanding of health and bodily awareness as they know which food they need to eat to keep them healthy and when it is cold outside they know that they need to put their coats on to keep them warm. Regular use of scissors, paint brushes and glue spreaders in their craft activities helps to develop the children's small physical development and threading, completing puzzles promotes their hand-eye coordination.

Children are provided with a wide range of materials in their craft play, they create colourful pictures with glue, different size and textured paper and material shapes and glitter. Children enjoy singing as they join in with action rhymes and they listen and move to music. The bright and imaginative role play area supports children's imagination as they dress up and play out scenarios. Children actively seek out each other for play and chat animatedly with each other as they discuss their activities.

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

The provision is good.

All children's individual records are kept within each room, this ensures that staff are able to effectively meet children's care needs at all times. Children are invited for a trial visit with their parents so that they can familiarise themselves with their new surroundings before being left. Children are able to make free choices about what they want to do from the activities available at each session. The group welcomes all children and their families and through planned activities develops children's understanding of other cultures and beliefs. Children's art and craft work is valued and put to one side to dry so they can be shared with parents or used in a display as part of their topic work. For example, there is a bright display around Chinese New Year of lanterns, dragons and examples of Chinese writing that the children have made.

Through the key worker system staff are knowledgeable of individual children's needs and abilities. Staff work with parents to ensure that children's individual care needs are met. Through a range of resources children learn about people and their differing abilities and what they need to enable them to move around safely. A discussion on 'guide dogs for the blind' shows that children are aware that they keep people safe and make them aware of dangers. Through attending additional training staff are able to offer appropriate support to children with additional needs.

The group has clear rules which are thoroughly explained to all children so that they know the boundaries that have been set. Staff have a calm and consistent approach to behaviour management that is tailored to children's age and understanding. Staff develop children's confidence and self esteem as they reward positive behaviour with stickers. At the end of each term children are further rewarded with a certificate for their excellent behaviour and for following the 'golden rules'. Staff use a tambourine that is shaken to gain children's attention, children stop and listen as they know it is time for a change of activities or a warning before tidy up time. All the children help with tidying up resources and are confident in knowing where everything belongs. Children's spiritual, moral, social and cultural development is fostered.

When the younger children start parents are invited to complete an 'all about me' booklet so staff are aware of their needs and their stage of development. The notice board displays information about the group and parents can see the plans of activities for the children. Parents are invited to help at a session to see what activities their children are engaged in. Parents are given a copy of 'what I have done today' which keeps them fully informed about the activities their children have been involved in and what they have eaten.

Partnerships with parents and carers is good

Parents of children who are in receipt of funding for nursery education are told about the Foundation Stage and the six areas of learning when they start. The group has open days where parents are invited in to experience first-hand how their children learn by taking part in activities. This is also an opportunity to view their children's records and make an appointment to speak to their child's key worker to discuss how they are making progress in their learning. Children choose books to take home and share with parents which helps them to become involved in their child's learning.

### **Organisation**

The organisation is good.

All staff are vetted and suitable to be working with children. There are clear, effective procedures in place for the recruitment and induction of new staff which ensures that they are made fully aware of their roles and responsibilities. There are comprehensive details of all staff and which training they have attended or which qualification they are working towards. This ensures that they have a good knowledge of how children learn and are able to organise resources and activities to promote their development.

The manager has a good understanding of the National Standards and her role in promoting children's welfare and development. She is proactive in evaluating and improving the groups practice to benefit children's progress. All documentation and children's records are kept confidential and are up-to-date. There is a comprehensive range of policies and procedures to promote children's well-being. Staff organise each room so that children have space to move around safely and freely.

Leadership and management is good.

There are regular staff meetings held each term and informal ones are held on a monthly basis, ensuring that staff are kept fully up-to-date with any changes. Weekly meetings at the beginning of the week ensures that there is effective communication between the staff and they know what their duties are for each day. Planning for children's learning is undertaken on a weekly basis, where all staff are involved. Staff use children's records so that activities can be included to meet their individual needs. Each member of staff takes a turn in planning activities for a week which promotes their knowledge on the Foundation Stage and the stepping stones. Staff are supported in any training opportunities which develops their understanding, knowledge and improves their practice.

Overall children's needs are met.

### **Improvements since the last inspection**

At the last inspection the group were judged to be inadequate. The group needed to: demonstrate how children in the crèche will attend for no longer than four hours in any one day; to ensure that all adults working within the provision are aware of the local safeguarding children procedures and are able to put the procedures into practice; ensure that all records relating to day care activities are available at all times, this relates to children's details in

connection with their care and welfare; assess risks to children (in relation to lack of security and suitability of the outside play area) in the crèche area and take action to minimise these.

The group have reduced the opening hours and the crèche which is now only open for two and a half hours each day. Any children whose parent's wish for them to stay for longer are taken over to the pre-school room where they can join in with the activities. Parents were informed by letter of the new opening hours. All of the staff have now updated their knowledge of the local safeguarding children procedures and know what action to take if they had concerns about a child. The records of children attending the crèche are now stored in locked files within the room and are readily available to staff to ensure that they are kept fully up-to-date on each child's individual care needs.

A high, secure gate has been installed outside the entrance to the crèche in the community centre. This has a key code bolt that only staff can unlock. The area is now protected from strangers and ensures that the public cannot access the nappy change area used by the crèche. There is also a lock on the inner door to the crèche area further ensures children's safety. The outside area is checked before children access it and any potential risks are removed.

These positive steps have significantly improved the care and safety of the children attending the setting.

At their last nursery inspection the group were asked to: improve the partnership with parents to ensure they have information relating to the setting and enabling them to be involved with their child's education.

The group have regular open days where all parents are invited to take part in activities so they can see how their children are learning and also receive information on the Foundation Stage. The parents information pack has been updated to include information about the Foundation Stage and the six areas of learning. The weekly plans are displayed on the walls in the pre-school for parents to see. Children's records are available for parents to view at any time and their child's key worker is available to speak to them at the end of a session. Notice boards display information about the setting and parents are invited to bring in items for the 'interest table' to display. With these measures in place, the groups partnership with parents has greatly improved.

### **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 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 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 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):

- further develop the safeguarding children policy to show procedures to be followed in the event of an allegation being made against a member of staff or volunteer

#### 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):

- develop children's progress records so that the next step in their learning is included
- develop the adult focussed activity sheets to include differentiation for children's abilities and ensure that it is evaluated fully to show if the learning objective was achieved.

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