



Stepping Stones at Captain Webb

Inspection report for early years provision

Unique Reference Number	EY338009
Inspection date	28 February 2007
Inspector	Dianne Andrews
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Registered person	Stepping Stones at Captain Webb
Type of inspection	Childcare
Type of care	Full day care, Out of School 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.

THE QUALITY AND STANDARDS OF THE CARE

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.

WHAT SORT OF SETTING IS IT?

Stepping Stones at Captain Webb is a day care centre registered for 60 children aged from birth to eight years. It has been established by Captain Webb Primary School in its refurbished nursery building on the school's site. It is a non-profit-making, charitable company formed to meet the needs of families with young children in the local community, and is being established as a satellite children's centre by the Borough of Telford & Wrekin. The day centre offers care from 08:00 to 18:00 each weekday for 50 weeks of the year. Children may attend for a variety of sessions. There are 18 children presently on roll plus children who attend for the occasional crèche facility. They are supported by three staff members who hold recognised childcare qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are beginning to learn the importance of good health and hygiene practices through the regular routines of the sessions. For example, they know to wash their hands before eating food, to access tissues to wipe their own noses and to put their hand over their mouth when they cough. However, they do not have access to individual flannels to wipe their faces after lunch or snacks to best promote their comfort and good health. Children's well-being is appropriately promoted because staff are well-informed about children's health care matters, and the required documentation and consents are in place to support this. Relevant staff have attended first aid and food hygiene training to ensure they are aware of the correct procedures to follow to maintain children's health. Most procedures are suitable to prevent the spread of infection, for instance, staff wear aprons when serving lunches and there are suitable procedures documented for nappy changing to protect children from the risks of cross-infection. However, in practice staff do not consistently follow them, this has the effect of compromising their good health.

Children's dietary needs are met appropriately through the provision of nutritious snacks such as yoghurts, sultanas and fresh fruit. Children attending the nursery early in the morning are offered breakfast cereals, but those attending for the whole day are not provided with a more substantial teatime snack to meet their needs. Cooked lunches are provided by the school's kitchen and the menu is displayed for parents to see. Some meals are high in carbohydrates and do not offer a balanced option, particularly for the children attending on a certain day of the week, to fully promote their good health.

Children take part in physical activity everyday. They use the outdoor area where they climb on equipment suitable for the youngest children and use wheeled toys competently, manoeuvring around the area. The large climbing frame available in the indoor play area is suitable to challenge the older children's skills and the setting is developing the range of resources to cater more fully for the older children's capabilities.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in the newly renovated nursery unit, where they move about freely and independently in the welcoming environment. The risk of accidental injury is minimised because some precautionary measures are in place to reduce potential hazards. For example, staff carry out daily checks indoors and outdoors to ensure they are suitable for use; the heavy doors are fitted with guards to ensure children cannot trap their fingers and all electrical sockets are made inaccessible. However, children's safety is compromised as the office is easily accessible. They enthusiastically make use of the small climbing frames on the hard standing area outside, without sufficient safety mat protection. Children's times of arrival and departure are closely monitored and the nursery entrance is protected by a key pad entry to prevent unauthorised access. They learn to keep themselves safe as staff explain to them why they should walk and

not run in the indoor environment, but they do not have opportunities to practise the emergency evacuation procedures so that they know how to react if necessary.

Children use a suitable range of good quality and well-maintained toys that meet safety standards. The nursery is still in its infancy and the resource range continues to be developed to provide well for the ages of children attending. Children enthusiastically select their own play resources, which are stored and displayed on open shelving and accessible labelled drawers.

Children's welfare is safeguarded because key staff have attended child protection training and know the correct procedures to follow if they have a concern. They have the relevant experience, knowledge and skills to ensure children's safety is promoted.

Helping children achieve well and enjoy what they do

The provision is good.

Children separate happily from their parents and carers and settle well into the routine. Staff make every effort to get to know the children and their families well and help them to feel confident and secure in the setting, for instance, by ensuring that their comforters are easily accessible and by talking about their siblings and events at home. There are good opportunities for free play, where children can choose from the resources available. This enables children to initiate their own activities and learn independently. They enjoy selecting and tipping out the box of cars onto the mat and they giggle as they watch the cars whizz down the garage ramp. Children show interest in what they see and do because staff provide a interesting range of activities and play opportunities, using their knowledge of child development. For instance, a small group of children sit enthralled at a visiting African story teller as she tells them a story using artefacts, props and music to hold their interest.

Children develop social skills and generally interact with their peers positively, helping each other and playing cooperatively. They are confident to initiate conversation with each other and adults, they are inquisitive and take an active interest in what others are doing. Language skills of the youngest children are appropriately developed as staff effectively model words, enthusiastically sing familiar and newer songs and respond to their sounds and gestures. Children make marks when using pens and pencils in the writing area and while using the paints and chalks on the easels, and can easily access creative materials to enable them to create using their own imaginations.

Helping children make a positive contribution

The provision is good.

Children are welcomed into the setting and are valued by staff who respect their individuality, which helps them develop a sense of belonging. The nursery is successfully supporting disadvantaged two-year-olds through a pilot scheme, assisting them to meet their full potential. Children build caring and positive relationships with staff and their peers, for example, while interacting during their play with the Stickle Bricks asking, 'can you help me by passing me the instructions please?'. All children are included and have equal opportunity to access resources and equipment that meets their individual needs so that they can become confident and

independent. There are no children currently on roll with special educational needs or disabilities. However, the staff are experienced in offering effective support to enable all children to participate fully and are strongly committed to inclusion. Staff can access appropriate support from the school's Special Educational Needs Coordinator, but have yet to attend this training in order to ensure the children's needs are fully met.

Children behave well. They are learning to take turns, to share toys and to develop an understanding of the rules of the setting. The appropriate strategies used by staff encourage this area of their understanding. Children are given responsibilities and jobs to do, such as tidying away after they have finished an activity and helping to set the table for lunch. Praise is given freely to promote children's self-esteem, for instance, children are praised as they make every effort to respond appropriately during an activity, sitting and concentrating and offering thoughtful answers to the questions posed. They also praise an older child who is keen to assist a younger child at snack time. Staff act as good role models and regularly say 'please' and 'thank you' to the children. This helps to develop children's awareness of good behaviour.

Staff create a calm and relaxed environment for the children to play in. They warmly greet children on arrival and take time to talk to parents at the beginning and end of each session. Written and verbal information is shared with parents regarding all aspects of their child's care and learning. This helps to develop a mutually trusting and supportive partnership.

Organisation

The organisation is satisfactory.

Staff are qualified and experienced and have a high regard for the welfare of the children. The newly formed team works well together and staff are aware of each others roles and responsibilities. They spend time each day preparing the environment and activities before children arrive to provide a stimulating environment.

Children are settled in their surroundings and are cared for by staff who have been appropriately vetted. Correct adult to child ratios are adhered to at all times to provide sufficient support for the children. However, at present children do not have a key person allocated to them to ensure their individual needs are most effectively met and to promote consistency of care. Staff are very approachable and welcoming and aim to provide a relaxed and happy environment in which the children can play. They are working hard to establish effective procedures, policies and documentation to support the children's care, however, some policies do not fully reflect the working practices of the setting. Overall, children's needs are met.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that require 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

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.

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):

- ensure that the nappy changing procedures are consistently followed to prevent the spread of infection
- ensure that meals are planned effectively to offer a balanced diet, and are provided in adequate quantities to suit children's varied attendance patterns
- ensure procedures promote children's safety; this refers to the use of outdoor climbing equipment, access to the office area and the practising of the emergency evacuation drill
- develop the organisation of the setting; this refers to the grouping of children and the further development of effective policies and procedures

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