



## Filey Childcare

Inspection report for early years provision

<b>Unique Reference Number</b>	EY336004
<b>Inspection date</b>	09 January 2007
<b>Inspector</b>	Elizabeth Patricia Edmond
<b>Setting Address</b>	Filey Children's Centre, Padbury Avenue, Filey, North Yorkshire, YO14 0BA
<b>Telephone number</b>	07833 726610
<b>E-mail</b>	
<b>Registered person</b>	Filey Childcare Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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?

Filey Childcare has been registered to provide full day care since July 2006. They operate from purpose built childcare facilities in Filey Children's Centre situated within the grounds of Filey Infant and Nursery School. There are enclosed outdoor play areas for each of the groups of children. The provision serves families in the seaside town of Filey and surrounding areas.

The childcare provision comprises a day nursery, an out of school club and a crèche. The nursery provides full day care for children aged under five years, each weekday for 51 weeks of the year, from 07.45 to 18.00. It is also registered to provide funded nursery education for those children of eligible age. Of the 180 children under five years currently on roll, 20 children are in receipt of such funding. A part time teacher supports the programme for nursery education. The nursery also provides a wrap-around service for children who attend the school's nursery

class. The majority of children attend part time. A small number of children have individual needs and the group do sometimes care for children for whom English is an additional language.

The out of school club provides wrap-around care for the children attending local infant and junior schools. It is also open from 07.45 to 18.00 throughout the year, with children escorted to school at the appropriate times. The out of school club have approximately 300 children on roll although most of these attend only very occasionally as most parents use the service on an ad-hoc basis.

The crèche operates flexible opening hours to support groups of parents, carers and their families according to demand and depending on the times of the additional services provided by the Sure Start team.

A social enterprise company oversees the childcare facilities on offer at the centre. This is managed by a board of directors made up of community members. The company works closely with the Sure Start management team and the local education authority. There is a childcare manager who oversees the childcare. There are currently 16 staff employed to work with the children, most of whom have appropriate early years qualifications and experience. Additional staff are available to cover staff absences or to work extra hours as required. The group also occasionally draw on the local registered childminding group for crèche staff.

Additional services which are managed by Sure Start also use the premises. These are currently family learning courses, speech and language services and links with other health care specialists. At the time of inspection this was a developing service.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

The children are cared for in a warm, clean environment where they learn to manage their own personal hygiene. Clear procedures for changing nappies are followed fully by staff; this further promotes a good level of hygiene.

The children learn to appreciate a healthy lifestyle and they particularly benefit from the free access to the outdoor areas. The pre-school children dash excitedly to put on their coats when the outdoor area is opened for business. They ride the wheeled toys with increasing skill and control and have great fun practising their ball skills with the enthusiastic staff. Indoors, they enjoy moving in different ways around the room like animals; they have great fun as they slither like a snake or jump like a kangaroo. The younger toddlers' and babies' health, similarly, benefits from the free access to their own separate outdoor area. They enjoy their developing mobility and they peep over the low-level fence at the more active older children.

The children enjoy the freshly cooked meals and the healthy snacks. Meal times are pleasant occasions and the children have good table manners. The pre-school children talk about the various fruits they have chosen for their snack and some use the cutlery at lunch time well. The older children attending after school learn about healthy eating and they discuss the different

fruit and vegetables on the '5-a-day' poster at the serving hatch, as they wait for their cheese and salad wraps. The staff recognise when the younger children are beginning to get hungry and the babies enjoy being held closely whilst they have their bottles. This means they have their emotional and nutritional needs effectively met.

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

The provision is good.

The children can play freely throughout the setting because all of the facilities and resources are in excellent condition and the staff are vigilant in updating safety procedures. For example, the staff are confident about emergency evacuation procedures and they review and revise their systems regularly as children's attendance increases. Security is given a high priority; the building is secure and visitors are carefully monitored as they enter and leave the building.

The children learn about how to keep themselves safe. The older children are confident in the procedures for walking to and from school and are aware of the need for high visibility vests, particularly in winter when it is dark. The toddlers are encouraged to take appropriate risks in a supervised environment which helps them to learn and practise the necessary physical skills to keep themselves safe. For example, they are well supported as they try to climb the steps to the slide and they are encouraged to enjoy their success.

All the necessary procedures are in place to promote the children's safety and well-being. The child protection policy is comprehensive and staff are very confident about their roles in safeguarding the children's welfare. All related information is kept on file for information and related training is regularly updated.

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

The provision is good.

The children arrive happily and they enjoy their time in the nursery and the out of school club. The older children rush in excitedly and noisily after their walk from school, yet they soon settle at a favourite activity or chat with a friend as they have a snack. The babies are sometimes a little unsettled as they wake, but are very soon comforted as they snuggle with their known staff member. Because of the effective settling in process, which can involve several visits, the children are happy to be left at the nursery, even on their first day.

The breadth of interesting activities and easily accessed resources throughout the provision ensures that children are engaged fully throughout their time at the setting. The children, when asked what they like to do at the nursery or out of school club, say that they like everything. The older children attending after school enjoy relaxing over a game of pool or at the art and craft activities; sometimes they prefer to be active, showing off their latest moves on the dance mat. The pre-school children who attend after they have had their funded nursery education elsewhere, benefit from the broad range of activities which enable them to consolidate their learning in all areas and they enjoy the additional social contact.

The toddlers and babies benefit from a broad range of activities that help them to be competent learners and skilful communicators. The older toddlers absorb themselves in their sand, water

or creative play and they demonstrate a high level of cooperation as they play together in the home corner. The babies and younger toddlers have great fun with the musical instruments or the interesting shiny objects in the baskets. The babies are entertained when they discover that they can reach the mirror with their feet when they have accidentally turned around; learning from that they repeat the action. The children enjoy snuggling up with an adult for a story and sometimes they pile the books into the shopping trolley and transport them around the room or into the garden. The babies scrutinise the adults carefully as they chat to them and they begin to mimic their face shapes. This encourages their language development.

Role play is a strength throughout the nursery, both indoors and outdoors. The more mobile babies enjoy walking the dolls out in the buggies and they 'chat' to them as they pretend to give them a drink. Older children often introduce familiar events and an element of well-known story lines into their play. This play takes on a different dimension when transferred into the outdoors. Sand is put in and out of the play cooker to represent food, and bikes or scooters become police cars or transport to the shop.

### Nursery Education

The quality of teaching and learning is good. The pre-school leader is conscientious and motivated. She continues to attend training and seeks guidance from other agencies or the part time teacher in relation to planning and assessment methods; these are beginning to be very effective in most of the aspects of the areas of learning. The newness of the provision, and the fact that some children have their funded nursery education elsewhere, has led to some inconsistencies in the monitoring and evaluating of children's progress and the effectiveness of the educational programme.

The real strength of the educational provision is in the staff's use of the premises. They have created a stimulating learning environment where children can choose their own activities and where each of the activities offer good quality learning opportunities for each child. Key staff are skilled in supporting the children's learning by using informal questioning techniques to stretch the children to think about what they are doing, and they offer them additional vocabulary when necessary. For example, the adults casually ask how many jugs of water the children will need to fill the bucket and they help them count when they are less sure. Similarly, the staff offer the word 'longer' to the children when they talk about the size of their aeroplane's wings. The outdoor area is also developing well to provide a good range of activities which cover all areas of learning. This means that all children have the opportunity to access all areas of learning in a way that makes sense to them.

The children are developing as confident and motivated learners. This is because a high-level of independence is encouraged and valued. The children confidently put on their own aprons and choose their paper when they want to paint, and happily help to tidy up when it is time for story. Most children learn to count very well and some more able children recognise all the numbers on the clock jigsaw. There is a good range of equipment which is used to encourage the children to compare amounts, sizes and shapes; the more able children use the appropriate language for this as they play. Plans to encourage children to enjoy books and stories have been very successful. They often choose to look at books in the cosy book corner and they handle them well. At group time, the children enthusiastically join in with repeated phrases in

their favourite books. There are good opportunities for children to develop their pre-writing skills and they sometimes access these as they play. However, some children are less confident in this.

The children are very interested in the large and small construction kits and some children use these very ably. This develops their physical skills as well as their understanding and creativity. They learn about the world about them through carefully planned outings to local amenities such as the library, and projects on the planets help the children to understand more about their place in the world. The children learn to use the computer very skilfully. They enjoy the various games and when an adult is available to help them, this promotes their learning in others areas. For example, the adult helps the children to name the letters of the alphabet as they match them and identify them within the text. Similarly, an adult helping the children to listen to the game's instructions means that they learn how to negotiate the shaped obstacles. The children are becoming very creative and they express their thoughts and ideas in different ways. They enjoy the opportunities for free painting or the choice of craft materials and they often hum as they concentrate on their work. There is a good range of musical instruments and the children investigate these and play along with the CDs. They learn to sing some well known songs from memory.

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

The provision is good.

The staff are getting to know the children very well because of the clear written and verbal information from parents, and the formal and informal observations of children's behaviour and actions. This means that the children are valued and respected as individual and they have their individual needs met effectively. Links with specialist services further promote positive outcomes for children with specific individual needs.

The children are relaxed, confident and behave very well. The babies are beginning to feel settled and secure and expected toddler behaviour is handled with the greatest care and sensitivity. They use praise and encouragement effectively and they pay genuine attention to the children's emotional needs. These measures promote a high-level of self esteem and a cheerful, pleasant environment. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good and relationships are positive. There is a good range of clear information for parents. This includes information about the play based curriculum provided; it explains, for example, how the activities for younger children are based around the 'Birth to three matters' framework and how the pre-school children are engaged in the six areas of learning as they play. The parents receive good information about how their children have spent their day and about their development. Whilst this is often verbal, the younger children each have a daily feedback sheet containing the most important information. Systems for more formalised ways of involving parents in their children's nursery education are developing well. Parents who take part in the inspection process are very happy with all aspects of care and education, and the nursery has a responsible and professional approach to dealing with their concerns. The young children develop positive three-way relationships with their parents and the nursery staff. They are relaxed and happy as they see familiar adults discuss their care.

Links with Sure Start service providers in the building are also beginning to promote a coordinated approach to involving parents in aspects of their children's care and development.

## **Organisation**

The organisation is good.

The children are happy in the well organised childcare environment where they feel at ease and develop a high-level of independence. All the children, from the youngest babies to the older children attending after school, are confident to help themselves to their chosen activities and are motivated to do so in the stimulating environment. Links with the on-site Sure Start services and local schools are beginning to promote a high-level of continuity and consistency for the children and their families. The pre-school children are happy as they arrive at nursery for lunch after a busy morning in school. The toddlers are relaxed and settled in nursery whilst their parents take their baby siblings to 'baby massage' or 'baby yoga' classes. Older children attending after school chat cheerfully about funny incidents that happened in their class during the day, which strengthens relationships.

The leadership and management of the provision is good. Staff and management share a clear commitment to providing good quality care and nursery education for the children and understand what this entails. The staff throughout the provision are professional, motivated and they engage fully with the children. This has a positive effect on all aspects of the children's care and learning; there is a calm and industrious, yet often vibrant, atmosphere. The staff throughout the provision have a very positive approach to development and improvement. They continue to attend relevant training, update their qualifications where appropriate and they talk with enthusiasm about advice gleaned from local authority support visits or from the part time teacher. Similarly, they each talk with great excitement about how the imminent garden developments will enhance care and learning for the children in their particular groups. Effective appraisal systems and confident leadership ensures that less experienced staff are well supported; they too are becoming increasingly able to support the children's care and learning.

Due to the unexpected speed of the service's expansion, management have had to 'think on their feet', because their own system for monitoring and evaluating the effectiveness of the provision is mostly informal. This flexible approach has, on the whole, been very effective but has been reliant on the other agencies for support to a certain degree. During this time, management have sensibly prioritised staffing issues by employing additional qualified staff; this has promoted positive care and learning outcomes for all the children. Whilst all changes have been managed very well, it has meant that some key staff roles now need redefining. Similarly, the recent unexpected changes at board level have created short term challenges for the childcare manager and potential long term issues for the provision.

All aspects of documentation and administration are very well organised and professionally managed. Staff are vigilant in their record keeping duties and details are filed and stored so as to maintain confidentiality. Overall, the provision meets the needs of the range of the children for whom it provides.

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

Not applicable.

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

Since registration 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):

- establish more formalised self evaluation systems to ensure that the quality of care and the effectiveness of the education programme are rigorously monitored (also applies to nursery education)
- continue to take advice and support from the various agencies to clarify and strengthen management roles and responsibilities at all levels.

#### **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):

- make improvements as indicated in the care section above.

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)