



## Wales Childcare Partnership

Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY259375  |
| <b>Inspection date</b>         | 05 February 2007  |
| <b>Inspector</b>               | Angela Howard   |
| <b>Setting Address</b>         | Wales Primary School, School Road, Wales, Sheffield, South Yorkshire, S26 5QG |
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| <b>Registered person</b>       | Wales Childcare Partnership   |
| <b>Type of inspection</b>      | Childcare   |
| <b>Type of care</b>            | Full day 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](http://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?

Wales Childcare Partnership is a community organisation. It opened in 2003 and is based within Wales Primary School in the borough of Rotherham. Children attending are from the local areas.

Childcare is provided in a large purpose-built modular building linked to the main school building by a corridor. The setting uses two adjacent rooms. One room is used to provide day care for 12 children aged two to three years, whilst the main room provides funded education for 16 children aged three to five years. Foundation stage one and foundation stage two children have their own designated bases within the room but interaction between children and staff is actively encouraged. Children attending the out of school club have access to the main school hall. There is also an outdoor play area with safety surfaces and grassed areas.

The Partnership provides wrap around care, which includes a breakfast club and after-school club for 16 children aged three to eight years and a lunch club for 12 children aged two to five years.

There are currently 43 children from two to eight years on roll, including 24 children who receive funding for nursery education in the maintained foundation stage unit within the school. Children attend for a variety of sessions. The group is open five days a week during school term time from 08.00 to 17.30. Sessions vary depending on the facility children are attending.

Five members of staff work with the children on a full-time and part-time basis. Three of them are qualified and one is working towards a Level 3 qualification in child care and education. The setting receives support from a community teacher from the local authority and staff work very closely with school staff, especially the teacher in the foundation stage unit.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

The setting is maintained in a clean and hygienic manner. Children learn the importance of good personal hygiene through suitable hygiene practices and routines. For example, children wash their hands after accessing the toilet and before eating. Appropriate adult support helps children to gain a positive understanding of personal hygiene and encourages them to become independent in their personal care. Staff maintain accurate records of all accidents or any medication administered and a clear sickness policy is adhered to by staff and parents. This further protects children's health. However, children's dummies are not appropriately stored. This does not effectively reduce the risk of cross infection, which puts children's health at risk.

Children are appropriately nourished as they are provided with a healthy mid-morning snack. They enjoy a range of fruit and have water or milk to drink. Parent's wishes and children's preferences are taken into account to ensure dietary requirements are adhered to. However, children do not freely access drinking water at other times of the session.

Children enjoy regular access to a wide range of physical activities which contribute to their good health. They use mostly age-appropriate resources and equipment, such as sand and gravel to dig in, ride on toys, toys to push and have steps to climb. As a result, children are developing their gross motor skills appropriately.

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

The provision is satisfactory.

Space is organised successfully to provide children with a range of play opportunities in a safe and secure environment. Staff have carefully assessed the children's safety and taken steps to minimise potential hazards. For example, there are a range of effective safety measures in place. Such as safety gates in place to prevent children accessing the entrance or kitchen area and all internal doors have double handles fitted. Children are appropriately supervised by staff who ensure they are always within sight and hearing distance. Children are learning to keep themselves safe as staff talk to them about safe practice. For example, staff highlight dangers to children when using the slide, 'if you go up the steps backwards you will fall and hurt yourself'. Therefore, children enjoy the balance between the freedom to explore and staff setting safe limits.

The equipment children use is suitable. Children self-select from a variety of safe and well-maintained play resources which are checked regularly to ensure they remain safe. However, the use of natural materials and other mediums is limited to mainly water and sand.

Children are adequately safeguarded because staff have a reasonable understanding about their role and responsibilities with regards to child protection issues. They have attended relevant child protection training and have appropriate documentation to support any concerns they may raise about a child in their care. However, the child protection policy does not clearly state what action should be taken should an allegation be made against a member of staff.

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

The provision is satisfactory.

Children are generally happy and settled in the welcoming environment. They feel comfortable and play happily, independently and with appropriate support and guidance from staff. Therefore, children are making some progress in all areas of development.

The main focus of the session is free play. Children independently choose from a variety of books, toys and activities. They enjoy painting with pre-mixed paint, making cups of tea in the home corner and putting floor jigsaws together. However, the planning and observation and assessments show that activities are linked to the stepping stones and children are all under the age of three years. Therefore, activities and experiences are not always appropriate for their stages of development or individual needs.

Children relate well to the staff and each other, enjoying the time they spend together. They have formed strong attachments and approach staff frequently, climbing onto their knee for a story or seeking them out to share experiences. This results in them being able to build meaningful relationships.

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

The provision is satisfactory.

Staff have a warm and friendly approach and spend time getting to know the children to help them settle. Children are confident, play happily and approach staff for cuddles and comfort when distressed. Staff recognise that comforters play an important role in a child's life and allow children to access them when they choose. This results in children feeling valued, through which they develop self-confidence, a belief in themselves and a healthy self-esteem.

Children's awareness of the wider community is promoted adequately through access to resources that reflect diversity positively. Staff are proactive in ensuring children with disabilities and learning difficulties are welcomed in to the setting and receive the appropriate guidance and support to allow them to be cared for successfully.

Children learn right from wrong in a caring environment. They are given clear instruction and guidance, this results in them knowing what is expected of them. They have plenty of opportunities to learn how to cooperate and take it in turns. For example, children wait patiently for a turn with the cymbals and take turns to put pieces in the jigsaw.

Partnership with parents and carers is sound. Staff take time to speak to parents and share children's work and photographs, which are displayed around the room, so that they are involved in their child's experiences and learning. Complaints records and a complaints policy are in place but some details are not up-to-date or records contain information which is inappropriate. Therefore, there is a breach in regulations.

## **Organisation**

The organisation is satisfactory.

Children's welfare and enjoyment is promoted generally well by the appropriate organisation and flexible routines in place. Children participate within a safe environment that promotes children's confidence and independence. There are clear and robust systems in place to recruit and check staff, this ensures that children are only cared for by adults who are suitable to do so.

Staffing ratios are good and staff are appropriately deployed to ensure children receive appropriate levels of attention, both indoors and out. This promotes their sense of security and their emotional well-being. A wide range of policies and procedures are used to promote children's welfare and care and staff attend regular training courses to ensure they are up-to-date on childcare practices and developments. For example, they have attended team teach approach, child protection and every child matters safe recruitment training. This successfully contributes to the staff's ability to plan enjoyable experiences for children in their care. Overall, the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

At the last inspection six recommendations were made. These all related to documentation: fire records, the daily attendance register and information in the complaints policy, the lost child and child protection policy all needed reviewing. Written permission was also required for staff to seek emergency treatment for the children in their care.

Fire safety records have been improved to include evaluation of the evacuation procedure. The daily register contains details of children's arrival and departure times and the complaints policy has been reviewed to ensure it meets requirements. The setting has compiled a written policy for lost and uncollected children and has obtained permission from parents to seek emergency treatment. Therefore, children remain safe and appropriately cared for. The recommendation with regards to ensuring the child protection policy contains appropriate detail is still not addressed. Therefore, children are not adequately safeguarded.

## **Complaints since the last inspection**

Since 1 April 2004 there has been one complaint made to Ofsted that required the provider to take action in order to meet the National Standards.

Concerns were raised under National Standard 1 - Suitable person. Following an investigation by other agencies, Ofsted met with the provider to discuss the issues. Appropriate actions were

agreed to meet the National Standards Ofsted are satisfied that the provider remains qualified for registration.

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):

- improve hygiene practice in relation to storage of children's dummies
- ensure children have access to fresh drinking water at all times
- improve the range of natural materials and other mediums to allow children to develop their own ideas
- ensure there are clear procedures to follow should an allegation of abuse be made against a member of staff
- improve the range activities and experiences for children under three years of age
- improve the systems for the recording of complaints, in line with regulations.

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)