



Sinfin Community Childcare

Inspection report for early years provision

Unique Reference Number	EY279508
Inspection date	15 July 2005
Inspector	Cheryl Wilson
Setting Address	Sheridan Street, Sinfin, Derby, Derbyshire, DE24 9HG
Telephone number	01332 770167
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Registered person	Sinfin Community Childcare
Type of inspection	Integrated
Type of care	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.

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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Sinfin Community Childcare opened in 2004. It operates from a purpose-built building within the Community Enterprise Centre, which is situated in Sinfin, Derby. A maximum of 110 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 to 18:30 for 51 weeks of the year. The 40 place out of school club is open each weekday during school term-times from 07:30 to 09:00 and from 15:00 to 18:30. The school holiday care scheme opens from 07:30 to 18:30.

Children can attend this facility on days when schools are closed for training. All children share access to a fully enclosed outdoor play area.

There are currently 123 children aged from 0 to under 8 years on roll. Of these, 11 children receive funding for nursery education. Children come from a wide catchment area. The nursery currently supports a number of children with special needs and also supports a number of children who speak English as an additional language. The nursery employs 16 staff. Of these, 15 staff, including the manager, hold appropriate early years qualifications. There are three working towards a higher qualification. The setting receives support from a teacher and development officer from the Derby City Early Years Development and Childcare Partnership (EYDCP).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a thoroughly clean and hygienic environment. They learn the importance of good personal hygiene through the daily routines. From a young age, children independently wash their hands after using the toilet or before meals to prevent the spread of germs. They are offered clear explanations to help them understand why this process is important. Staff provide a good role model. They are vigilant in protecting children from cross-contamination by following the well written hygiene procedures when changing nappies or serving food. Children are fully protected if they have an accident or become ill as staff are knowledgeable of first aid practice. Parents are fully informed of the setting's sickness exclusion policy to ensure children only attend nursery when they are well enough to do so. This contributes to children's good health by minimising the risk of infections.

Children are beginning to understand the positive benefits of exercise on their well-being. They take part in daily opportunities for physical play both indoors and outside. Children enjoy riding bicycles and scooters, playing with balls, climbing on the small equipment and participating in parachute games. However, outdoor play is not sufficiently planned to enable children who receive nursery education to make good progress in their physical skills. Children begin to recognise the need to have more drinks in hot weather as they freely access drinking water through the day. Children's good health is not always protected as some snacks and meals are not nutritious. When they are offered fresh fruit and vegetables children know the importance of these foods by saying they will help them "grow big and strong". Staff collate detailed information about children's dietary and religious requirements, but these are not always met. Consequently, some children's health is compromised.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a welcoming and secure environment indoors. Their risk of accidental injury is minimised as effective policies and procedures ensure that the

nursery rooms are safe and suitable. However, safety is compromised when children and staff play in the outside areas as there are many overgrown thorny plants, hedges and nettles. Staff supervise children well to ensure their security during busy arrival and departure times. Children attending the setting, before and after school, are transported by staff who are appropriately named in the required documentation. Evacuation procedures are frequently practised to ensure children stay calm and safe in the event of an emergency. Children's welfare is protected as staff have good knowledge of current child protection policy and procedures.

The bright and spacious rooms are well organised to give children areas where they can be active or rest in peace. Children play with good quality toys and materials that are maintained to a high standard. They develop their independence as they choose which activities to participate in. They have good access to low storage where they choose additional materials to support their play.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy, settled and enjoy their time at the setting. They display quiet confidence and most work well independently, beside others or as part of a group. They are beginning to develop negotiation skills and most children play cooperatively with their peers. Children show natural curiosity and keenly ask questions of known and less familiar adults. Children relate well to staff and form close bonds that support their emotional well-being in the setting. Babies reach out to adults to receive comfort and cuddles. Children attending the out of school facility respond well to staff's relaxed attitudes and sense of humour. As a result, they have fun with staff and their friends. The supervisor knows children well and plans activities to meet their current interests. Children take great pride in the complex 'scoobies' they design and make. They demonstrate good concentration skills and are confident to share their knowledge with others. All ages of children thrive on making choices in their play and enjoy the time they spend outdoors. Their concentration is developing well as they participate in self-chosen activities and small group times. Staff use the Birth to three matters framework to improve the learning opportunities for young children. Some staff's planning is well organised and clearly identifies the learning intentions for each aspect of the framework. However, specific links to an activity have not been fully identified so intentions for children's learning are not always clear. Assessment information is used well with younger children to plan the next steps in their learning.

Nursery education

The quality of teaching and learning is satisfactory. Children make sound progress towards the early learning goals. When taking part in the good variety of play activities children learn incidentally. Their progress is more rapid when staff role model new vocabulary and skills. For example, one member of staff supports children in using marbling inks to decorate a paper dinosaur egg. Children watch enthralled as the inks float, swirl and mix to make different patterns. Skilful questioning encourages children to think further about why this is happening. They develop their vocabulary as they describe the process and end results. However, through a lack of training in

nursery education staff do not always maximise children's learning. Opportunities in children's spontaneous interests are often missed. For instance, children find some spiders outside and show panic. Staff attend to children but do not spend time dispelling fears by engaging children in observing and finding out more information about the creatures. Children have opportunities to access a curriculum that incorporates the six areas of learning. They spend a balance of time indoors and outside. The activities provided in the outside environment largely focus on developing physical skills. As a result of the limited choices children's learning in all curriculum areas is not capitalised. Learning intentions for the day are clearly identified to support children's steady progress in the early stages of the stepping stones. Children's assessment records are used to plan for the next steps in some of their learning. However, more able children are not always challenged as staff are unsure of how to extend an activity to meet their needs.

Children's behaviour is generally good during free play times enabling learning to take place. Some staff lack confidence in dealing with more challenging behaviour which results in missed opportunities for children to understand right and wrong. Children speak confidently to their peers during play activities and enjoy sharing their experiences with staff or visitors. The opportunities for mark-making encourages children to attempt writing skills and many are beginning to have a go at writing their own name. More able children often recognise the first letter of their name on a computer keyboard and say what sound it makes. Many children recognise their name on cards used during the daily routines. They enjoy sharing books and listening to stories. Children use mathematical language in their play and many confidently recognise numbers to five in group times. Young children are supported well as they count spots to name the numbers. More able children are not extended as opportunities for them to recognise larger numbers are not included. Opportunities to extend children's language, independence and mathematical knowledge through the daily routines are often missed. Staff give out cups, plates and meals rather than handing responsibility to children to enhance their learning

Children show interest in exploring media and malleable materials such as dough, water and paint. They regularly create pictures to support topics and sometimes use their own ideas. For instance, children use their observational skills to paint pictures of dinosaurs. Children enthusiastically participate in singing time and they know a good repertoire of songs. They take great interest in technology and knowledgeably use buttons on pretend phones, tills and computer keyboards. Young children competently use the mouse to complete a simple computer program. Children readily talk about their home lives and discuss past events. Consequently, they begin to develop their sense of time and belonging.

Helping children make a positive contribution

The provision is satisfactory.

All children are welcomed into the setting. They are settled, happy and confident in staff's care. Most children have their individual needs identified and met as detailed records are shared with all staff. Babies and toddlers sleep according to their usual routines and parental wishes. Children begin to gain a sense of belonging by having

their background acknowledged and celebrated. For instance, children learn French songs and words, and some staff speak Punjabi or Hindi, to include all. Through posters, books and planned activities children learn about the similarities and differences in the world. They know about different festival celebrations as they participate in craft activities around Chinese New Year, Christmas and Divali. The provision fosters children's spiritual, moral, social and cultural development. Staff have a practical awareness of how to include and appropriately care for children with additional needs. Children with special needs are fully supported by the caring staff at the out of school facility. The environment is adapted to make clear pathways and the adjusted table heights ensure children participate in activities with their peers.

The majority of children form positive relationships with adults. They play cooperatively with their friends and behave fairly well. At times, older nursery children become disruptive at small group and outdoor play activities. Due to some staff's lack of confidence and training, their challenging behaviour is not consistently addressed. Therefore, some children do not become aware of what is right and wrong. Staff receive regular input from a Community Nursery Nurse, but the setting currently uses the special needs coordinator as the person responsible for guiding staff in good behaviour management practice. This limits the amount of time and actual practical support that can be given to improve children's challenging behaviour.

Children benefit from staff maintaining friendly relationships with parents who receive good information relating to children's care and routines. They are kept fully informed about the setting through newsletters and posters. The partnership with parents of children who receive nursery education is satisfactory. Parents receive suitable information to raise their awareness of the Foundation Stage and what this means for their children. They are provided with opportunities to attend meetings to keep them informed of their children's progress towards the early learning goals. Staff invite parents to share what they know about their children during the initial assessment process. However, opportunities for parents to regularly contribute to written assessments are not created. They receive written information on the topics being covered but this does not fully include ways that parents can support and extend their children's learning at home.

Organisation

The organisation is satisfactory.

Children benefit from the effective practice for recruitment, vetting and absences as this provides continuity in their care. Children have sufficient adult support to be secure and confident in the setting. Staff are suitably deployed to support children's care and play. An induction process ensures staff are aware of their responsibilities. All the required documentation is in place to promote children's sense of well-being. The management team ensure the regulator is kept informed of any changes to staff or the premises. Records are kept in a confidential manner to protect children's privacy. Overall, the needs of the range of children for whom the nursery provides are met.

The leadership and management for nursery education is satisfactory. The

management team work well with external agencies, such as a teacher from the Early Years and Childcare Partnership, to identify strengths and areas for improvement. However, systems are not in place to formally monitor the quality of teaching and learning. As a result, children are not consistently challenged to achieve their full potential and staff lack the training to maximise children's potential learning.

Improvements since the last inspection

At the last Children Act Inspection a recommendation was raised to ensure that records kept about vehicles in which children are transported included a list of named drivers. Children's safety when being transported in vehicles is now promoted as a list of named drivers is included in the setting's records, policies and procedures.

Complaints since the last inspection

Since the last inspection in January 2005 Ofsted has received one complaint where concerns were raised about a staff members conduct and that the nursery had not met the dietary requirements of a child. An Ofsted childcare inspector made an unannounced visit to the setting to investigate these concerns under National Standards 1 (Suitable Person), 8 (Food and Drink) and 12 (Working In Partnership With Parents). Although there was no evidence at the time of the visit to suggest a breach in these standards, Ofsted has raised a recommendation that the setting continuously take heed of children's dietary requirements or preferences. The provider continues to remain qualified for registration.

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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):

- promote the good health of children by providing meals and snacks that are consistently nutritious for all ages of children. Ensure that information provided by parents about children's dietary requirements or preferences are continuously taken heed of and appropriately addressed

- develop staff's confidence in managing a wide range of children's behaviour. Ensure the named member of staff responsible for behaviour management issues has the time to support staff and implement expert advice
- take positive steps to ensure that hazards in the outdoor area; such as nettles, rose bushes, overgrown plants and bushes, are made inaccessible to 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):

- implement effective monitoring and evaluation systems for the educational provision and ensure staff's training and development needs are met
- continue to develop staff skills in using the planning and assessment systems to ensure all children make good progress and are consistently challenged in their learning. Ensure that all staff use effective questioning and language to maximise children's learning through the planned activities, daily routines and children's spontaneous interests
- improve the organisation of outside play physical activities and group times to ensure that all children are fully engaged and challenged. Develop planning for outdoor play sessions to incorporate a wider range of learning activities and experiences.

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