

Grimsbury Family Association

Inspection report for early years provision

Unique Reference Number	133600
Inspection date	04 March 2008
Inspector	Miriam Sheila Brown
Setting Address	Grimsbury Family Association, East Street, Banbury, Oxfordshire, OX16 3LJ
Telephone number	01295 266763
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Registered person	Grimsbury Family Association
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?

Grimsbury Family Association has been registered since 1998. It is a multi provision which operates from within a Children's Centre in Banbury. The Association provides full and sessional day care, a pre-school and out of school care and serves the diverse local community.

The setting is registered to care for a maximum of 52 children at any one time and there are currently 118 children under five years on roll who attend at varying times throughout the week. Of these, 48 children receive funding for early education. The setting currently supports a number of children with additional needs and a number of children who speak English as an additional language.

The day care facility operates Monday to Friday throughout the year from 08.00 to 18.00. The pre-school is open Monday to Friday during term time from 09.30 to 12.00 and 13.00 to 15.30. The out of school club operates during term time from 15.30 to 18.00. Some holiday care is provided for older children.

Grimsby Family Association employs 14 full-time and eight part-time staff and two part-time support staff. Over half the staff have National Vocational Qualifications at level 2, 3 or above

and four are currently attending training. The setting receives support from a local authority Advisory Teacher and the Early Years Special Educational Needs Inclusion Teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children throughout the nursery are developing their awareness of good hygiene and keeping themselves healthy through thorough and effective routines which support good practice. In the nursery, milk feeds are stored safely in clearly named bottles, nappy changing routines are organised to minimise the risk of cross infection and children's hands and faces are wiped with individual flannels. Pre-school children wash their hands at all appropriate times and colour photographs displayed at the sinks remind them how to do this. All staff receive first aid training enabling them to manage accidents appropriately. Accident, illness and medication routines and paperwork provide clear guidelines for staff and parents.

Children thoroughly enjoy snack and meal times. In the pre-school snack time is arranged in a 'café' style to enable children to make decisions about when they would like to eat. All meals are freshly prepared and planned following a vegetarian menu; they take good account of a variety of dietary requirements. Drinking water is freely accessible in all rooms throughout the setting. Children's knowledge of healthy eating is further enhanced through play and topic work such as, 'All about Me', and a vegetable shop role-play area.

Children benefit from excellent opportunities for more physical play. They use a wide range of equipment in the outdoor areas, such as climbing equipment, wheeled and push-along toys, balancing equipment and a large sand pit. Inside older children take part in yoga sessions and a variety of other planned physical exercise during the week. Children in the nursery enjoy soft-play and a sensory room. Throughout each day children use a range of small toys and equipment which assist in developing their small muscle control. Children attending the after school club have access to their own outside play area and also have very good opportunities for robust physical play indoors using large, soft-play equipment.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in clean, well-maintained premises, which have been effectively organised to provide separate nursery, pre-school and out-of-school rooms. Each are arranged so that children can move around freely and safely. This helps them to develop independence because they are able to make choices in their play. In the pre-school and nursery units children easily access a wide range of interesting and well-maintained resources, whilst after school children have a variety of resources set out prior to their arrival and ask if they want something which they cannot see out. Staff supervise children effectively throughout the day and required ratios are maintained at all times. The nursery and pre-school units have an electronically operated door preventing entry by those outside of the unit. However, the area used by the out-of-school club is not secure and may be accessed by others using the building.

Toys and resources are appropriate to the ages of children present and a very well equipped sensory room is provided within the nursery unit. Furniture and free play areas in all rooms enable children to sit, play and eat together, helping them to form positive relationships with staff and each other. Regular risk assessments are carried out to ensure the premises, toys and

resources remain suitable for children's use, although at present, emergency evacuation is not practised with sufficient regularity to ensure all children are familiar with the routines.

Children's well-being is safeguarded because staff demonstrate through discussion a clear understanding of the possible signs of abuse and the procedures they should follow if they have concerns about a child in their care. All staff attended safeguarding children training.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

All children are happy and settled within the nursery, pre-school and out of school club. Staff are welcoming to parents and children, and the key worker system is effectively organised to offer each child and parent a specific point of contact each day. Younger children happily play alongside each other and are beginning to take turns, share and to talk to others. This is particularly evident in role-play when children work together to make a 'cup of tea' for a staff member or make use of soft-play blocks to represent a camera, taking 'photos' of people in the room. They experiment with crayons, paint, glue, oat-flakes mixed with water, pasta, rice and dough, enabling them to express their feelings and thoughts in a variety of ways. The extremely well equipped sensory play area provides an exciting and stimulating play space for the youngest children.

Staff in the nursery use the Early Years Foundation Stage guidance as a basis for planning, observation and assessment for younger children and although it has only recently been put into their practice it is used effectively to improve children's achievements.

Nursery education

The quality of teaching and learning is satisfactory. Since the last inspection senior staff have attended Early Years Foundation Stage training and receive support from the local authority advisory teacher to help in the implementation of this new guidance. This is enabling children to make generally good progress because staff have a clearer understanding of how the curriculum is used to assist children's ongoing development. However, although detailed observations are made which indicate areas for development, these observations are not yet fully used to inform assessments and planning to meet children's individual needs. Support for children with additional needs is of extremely high quality enabling them to join in with all nursery activities at their own pace and level of understanding and ability. Support for those who use English as an additional language is less secure and there is scope to develop staff understanding and play resources to ensure all are supported appropriately.

Children enjoy choosing and initiating their own activities and confidently ask if they wish to do something which they do not see out, for example, use of the computer. They take an active part in meal times by pouring their own drinks and spreading their own crackers. Children use language well to organise their imaginary play and to make friendships. Whilst in the role-play area, one asks another 'would you like to share my picnic'? and then proudly shows the basket of vegetables he has 'bought' at the role-play shop. They talk about their homes and what they had for supper, demonstrating their growing awareness of time and place. Children understand that print carries meaning and really enjoy the numerous mark-making opportunities in the pre-school. Some children are starting to write correctly formed, recognisable letters and all make marks to title pictures and make signs for their displays.

Children are beginning to recognise numerals, although the use of number in everyday activities is not strongly supported. Exploration and investigation of different materials and objects is well supported in daily play. For example, children plant seeds following talk about growing and the interest table has plants in different stages of development. They play with dough, craft and paint and enjoy sand and water play. Children use the computer competently and some are able to play various games which support other areas of learning, unaided by staff. Children also enjoy using the listening centre.

Imaginary play is a firm favourite and children create their own games using role-play areas. For example, in the vegetable shop they use the cash register microphone as they have seen it used in a supermarket, speaking into it with their eyes slightly raised upwards. They take part in regular movement sessions and move their play outside whenever possible.

Staff make good use of activities to extend children's learning, although the lack of clearly differentiated plans to meet individual needs means that children are not always encouraged to move on to their next steps in learning.

Helping children make a positive contribution

The provision is good.

All children and parents are welcomed to the setting each day. Children demonstrate their confidence by settling quickly to group routines such as moving from the nursery to the pre-school and finding their own activities after a short group time. They are well known by staff who efficiently record individual details and highlight specific needs to ensure these are met effectively. All toys and resources are easily and equally accessible to all children. They celebrate a variety of different festivals throughout the year, increasing their awareness of the wider world and different lifestyles. This awareness is further supported by displays and resources.

Staff demonstrate an extremely good understanding of children's additional needs, enabling them to effectively support those who attend the group. They work closely with outside agencies and parents to ensure continuity of care and learning. Children are well behaved, and have many good opportunities to learn about sharing and taking turns in their play and activities. This encourages them to take responsibility for their own behaviour. Staff have high expectations for behaviour and provide positive role models for children. They offer frequent, meaningful praise, helping to develop children's self esteem. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Staff are available each day to talk with parents, and information about weekly activities is readily available to them. Regular newsletters provide more detailed information and encourage parents to take an active part in children's learning. Parents are regularly invited and encouraged to spend time in the pre-school and this particularly assists some of those for whom English is an additional language.

Organisation

The organisation is satisfactory.

Leadership and management of the playgroup is satisfactory. Children's care is well supported by the calm atmosphere generated by the organised and caring staff team and the positive leadership of the nursery education. The premises are effectively organised to meet children's needs. All legally required documentation is in place, which contributes to children's health,

safety and well-being. Good regard is given to keeping children's records and personal information confidential. All staff hold appropriate clearance to work with children and ratios are met at all times. The nursery recruitment, induction and training programme is robust.

All policies and procedures are in place but require updating to ensure they accurately reflect the working practices of the setting. Most recommendations from the last inspection have been addressed. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the setting agreed to implement a routine where children are encouraged to sit together with staff at snack time and where they have regular access to drinking water. They also agreed to ensure fire drills are recorded and separate records of incident and accidents are maintained, and that Ofsted's details are included in the statement of procedures where a parent has a complaint.

The setting has made mostly good progress with these recommendations. The café style snack time means children can choose when they wish to eat and a member of staff is present throughout the time the 'café' is open. Drinks are freely accessible throughout each session. Fire drills are now recorded and incident and accident accounts are recorded separately, helping to maintain confidentiality. A complaints policy is in place but does not include contact details for the regulatory body, however, a poster giving these details is displayed in the nursery, pre-school and out-of-school rooms.

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.

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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):

- complete sufficient emergency evacuation drills to ensure all staff and children are familiar with the routine, enabling them to leave the building safely and quickly in an emergency situation

- ensure that areas used by the after school club are not accessible to adults not connected with the registration
- continue to update policies to ensure they accurately reflect practice within the setting

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):

- continue to develop the planning and assessment cycle to ensure children's individual needs are met, including those for whom English is an additional language

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