

Tongham Day Care Ltd

Inspection report for early years provision

Unique Reference Number	EY345109
Inspection date	16 May 2007
Inspector	Louise, Caroline Bonney
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Registered person	Tongham Daycare Ltd
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 good. 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?

Tongham Day Care Ltd is a non-profit making organisation that provides day care for the children's centre run by the Board of Governors of St Paul's Church of England First School. It registered in 2006 as part of the children's centre. The children's centre provides clinics, courses and support groups for parents, carers and their families.

The day care provision operates from purpose-built facilities connected to the school. The provision includes a breakfast, after school and holiday club as well as a preschool. Children have access to their own secure outdoor area, as well as the school playing fields, playground and hall.

There are currently 55 children attending the preschool, and a maximum of 40 may attend at any one time. Of those on roll 34 receive nursery education funding. Children attend for a variety of sessions or whole days. The provision supports children with special needs and who speak English as an additional language. The preschool opens during the school term from 08:00 until 18:00, with the main sessions running from 09:00 until 12:00, and 12:00 until 15:00.

The breakfast and after-school clubs are for children attending the preschool and surrounding schools and the number on roll varies. It opens each morning and afternoon during term time. Club staff transfer the children to and from local schools. The holiday club operates during school holidays.

The provision employs 15 members of staff. Of these 11 have appropriate early years qualifications at Level 2 or 3, including five who have playwork qualifications. Of these, two are attending training to achieve a recognised early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in an environment that is clean and hygienic. Younger children follow home routines, and settle comfortably on large cushions in a corner of the playroom for their sleeps. Children seek reassurance from caring staff as they sit on their lap to play or cuddle up for a story on the cushions in the reading corner. This supports the children well emotionally, and ensures they are sufficiently rested to enjoy their activities.

Children learn about hygiene through the established routines. Three-year-olds independently look after their own care, and know to wash their hands before eating because of germs. Staff change younger children's nappies promptly, and have good procedures in place. This prevents the spread of infection. Staff remind children to wear a coat outside when it's cold, and staff draw children's attention to when they become warm during energetic action rhymes. This helps children develop awareness of their own bodies and how temperature changes affect them.

Children enjoy sociable meal times when they sit together and with staff. They have healthy options such as tomatoes, apples and satsumas during café-style snack times, and have access to drinking water throughout the session. Staff share nutritional information with parents to support the provision of healthy lunch boxes; some children have hot lunches prepared by the school canteen. Children attending before and after school clubs have a varied and nutritious menu, such as bagels, cereals, beans and yoghurt. This helps the children develop understanding of how to eat healthily and the need to have plenty to drink.

Children have their medical needs met through staff taking account of children's allergies or medication requirements. Staff seek appropriate consents so that emergency treatment can be sought and most staff have up-to-date first aid training. This ensures support is available in case of an accident or medical emergency.

Children have good opportunities for physical activities each day. Indoors they move in different ways as they dance to music or participate in action rhymes. Children use equipment such as balancing beams, seesaws and hoops in the dedicated preschool outdoor area. They also have use of the school playground and playing fields for more energetic activities, such as parachute games. After-school club children also occasionally access the large climbing apparatus and basket ball hoop in the adjoining community play area. This supports the children's good health.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children play in bright, welcoming and safe premises and staff reduce most risks effectively. Parents and visitors gain entry to the premises by ringing the bell and waiting for a member of staff to open the door. Preschool children play in secure premises, where staff carefully implement procedures to ensure exits are locked. Security sometimes lapses at the end of the day as children leave the after-school club and the gate is not relocked. This means a child could possibly leave independently, although staff's vigilance minimises the risk of any leaving the premises unless supervised.

Children are aware of the rules, such as not running indoors in case they fall over. They learn about 'stranger danger' and practise the fire drill. They learn to manage tools like scissors safely with close supervision. Children have suitable challenges which help them identify and manage risk. Younger children use the climbing frame and balance on beams or the seesaw. Older after-school club children access the large climbing apparatus in the community play area. This helps children learn how to keep themselves safe as they play.

Children select their resources from those set out by staff or from safely accessible storage units. Most equipment is suitable for their ages and stages of development, although smaller items like Lego are set out if staff know younger children won't put them in their mouths. This protects the children's safety.

Children receive protection from staff who have some knowledge of child protection procedures. They are attending up-dating training this year, and meanwhile refer to a staff file which provides details of how to safeguard children. Staff are committed to following up any concerns. However, some are less secure in their knowledge of handling disclosures. This could compromise an investigation.

Helping children achieve well and enjoy what they do

The provision is good.

Children are enthusiastic on arrival. Most children quickly settle to activities and greet their friends, while any less confident children receive sensitive support from staff. Staff seek information from parents about children's early development. Older children attending the after school club access sufficient resources. They enjoy activities on the school field or indoor activities such as building with various construction kits and playing draughts.

Nursery Education

The quality of teaching and learning is satisfactory. Preschool children participate in activities that they find stimulating and which staff resource well. Staff plan activities which support children's learning in all areas of the Foundation Stage curriculum. They observe children's progress and record their achievements. This helps them identify their next steps in learning. Staff provide a balance of child initiated and adult led activities. They work collaboratively to develop planning and are beginning to reintroduce detailed activity plans. However, current plans do not show how activities can be extended or refer to the children's individual learning targets. This leads to children not always having sufficient challenges or opportunities to develop persistence, particularly when supported by staff less secure in their knowledge of the Foundation Stage.

Children develop trusting and friendly relationships with staff, and enjoy interacting with them during their activities. They develop confidence and independence well as they choose their activities, decide when to have their snack and put on their coats to play outside. Children respond well to staff as they praise them during their activities, building on their self-esteem. They show curiosity as they explore texture and colour. They mix paints to see how colours change, pour and measure a mixture of salt, lentils and beans, or comment on how water changes colour as it dries on wood. They show care as they water their seedlings and watch how they grow.

Children frequently use emergent writing. They carry clip-boards and make lists, or use posters to help them form letters correctly. More able children recognise the sounds of letters, and often think of extra words that start with the same letter during adult-led activities. They recognise their written name as they find their labels and some write them clearly. They enjoy looking at books independently or during group story time.

Children show good awareness of number, shape and size. They confidently count up to 10 and match numerals with the correct amount of bricks. Older children calculate as they take a brick away and know how many are left, or recognise how many more they need to make a number. They show imagination during roleplay as they pretend to be a builder or vet. They develop physical skills as they balance on beams and rock on the seesaw. They move in various ways as they enthusiastically participate in music and movement sessions and explore sounds as they play various instruments. Children develop dexterity as they manipulate construction kits, playdough and cut shapes with scissors.

Helping children make a positive contribution

The provision is good.

Children show a sense of belonging. They greet staff and their friends on arrival. They quickly begin to choose their activities and play and there are sensitive settling-in procedures for new children. Some children are joined by older siblings who attend the breakfast or after school club, giving the provision a family atmosphere.

Children share their home backgrounds during group activities and when making a book about themselves with staff. They learn about each other's festivals, such as when parents come in to talk about Christmas in Russia. Children with English as an additional language bring in story discs and books in their home language. Staff are quick to challenge any discrimination and are committed to providing an inclusive setting that welcomes all children and families. This helps children begin to recognise and value similarities and differences.

Children with learning difficulties and disabilities receive good support. Staff identify any developing needs and liaise with parents and other professionals to ensure children receive suitable support. They seek funding which enables them to employ additional support staff when necessary. Children have individual education plans for their next steps in learning which staff share with parents, together with any observations they carry out as the children play. This provides good continuity and helps children who have learning difficulties and disabilities make good progress.

Children of all ages play well together, including when before and after school children mix with the preschool children. They take turns as they play games and share resources well. Younger children are sensitively helped by staff to consider the consequences of their actions on others on the few occasions there are upsets. Older children attending the after school club

show thoughtfulness towards younger children, such as by allowing them to have a turn with equipment they too are interested in using. Staff provide good role models in the polite and considerate way they respond to children, and praise children for being helpful. This helps children develop appropriate behaviour. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. The manager is keen to develop strong relationships with parents, and responds quickly to any concerns they raise. Parents find the staff friendly and approachable. Parents are consulted before any new initiatives, such as the setting up of the holiday club. They receive information about the Foundation Stage through leaflets which suggest how they can support their child's learning. They attend open days when activities are on display. They share their children's achievement records with their keyworker at termly meetings and discuss their next steps in learning. This supports the children's care and learning well.

Organisation

The organisation is satisfactory.

Children are settled well in their new premises following a successfully managed move. Staff are still developing their use of the space and resources to maximise the benefit to the children. Children enjoy free access to outside and benefit from the varied range of resources available to them. Children are familiar with the routines which help them settle and feel secure. Staff maintain documentation well and develop and implement policies and most procedures effectively. Children receive support from staff that have undergone appropriate vetting procedures. This supports the safety and welfare of the children.

Leadership and management is good. The manager has a clear vision for the provision which she shares with staff. Together they identify areas for development and evaluate the effectiveness of changes made. She is committed to providing good opportunities for staff to develop professionally and carries out staff appraisals. Together they agree their individual training plans and courses are booked, such as for child protection, health and safety and early years qualifications. She organises meetings so that staff work collaboratively and staff form a committed team. The manager has identified the need to develop systems to more effectively monitor and evaluate the quality of teaching, encourage the sharing of best practice and to reinstate short term planning that has lapsed since the move to new premises.

The children's centre is managed by the school's Board of Governors. Tongham Day Care Ltd provides the day care for the centre. The day care manager attends half-termly meetings with the focus committee for the children's centre together with representatives from the school, church, health, police, childminders and community. Together they are developing access to a range of supportive services for children and parents. Presently parents, carers and children attend various groups, such as healthy cookery, toddlers and parents, developing computer skills, childminder network meetings and clinics that support community health.

The setting meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the previous inspection the provider was recommended to share information about the Foundation Stage curriculum with parents, improve planning and assessment, increase opportunities for children to write for a purpose and develop children's awareness of diversity.

Parents now receive a curriculum overview and attend open mornings when activities are set out to show how children learn within the Foundation Stage. Staff effectively observe and assess the children's development towards the early learning goals. Staff introduced focus activity planning after their last inspection, but this has temporarily lapsed due to moving to new premises. Staff observe and assess children's progress. They identify their next steps in learning and share these with parents. This helps parents to support children's learning at home.

Children access writing materials throughout their activities. They use examples of writing to help them form letters as they sit at the writing table and write their names. They carry clipboards and make lists during roleplay. Staff support the correct formation of letters, such as through the use of textured templates. This promotes the children's confidence and enthusiasm for writing.

Children participate in topic work and use resources that encourage them to notice and value differences and similarities. During roleplay they use Chinese cooking utensils and parents come in to talk about Christmas celebrations in other countries. Children use a variety of resources, such as those that reflect other cultures or disability. This helps to children recognise and value similarities and differences.

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 AND NURSERY EDUCATION

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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):

- ensure staff have sufficient understanding of child protection procedures
- ensure the outside gate is always latched to prevent children leaving the premises unsupervised

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 the development plan to monitor and evaluate the quality of teaching

- develop planning to link to children's identified next steps in learning and to show differentiation to support the extension of activities

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