

# Cawthorne Children's Centre

Inspection report for early years provision

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<b>Unique Reference Number</b>	302828
<b>Inspection date</b>	17 April 2007
<b>Inspector</b>	Hilary Mary Mckenning
<b>Setting Address</b>	Taylor Hill, Cawthorne, Barnsley, South Yorkshire, S75 4HB
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<b>Registered person</b>	Cawthorne Childrens Centre
<b>Type of inspection</b>	Integrated
<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 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?

Cawthorne Children's Centre has been registered since 1992. It operates in a separate building within the grounds of Cawthorne Church of England School in Cawthorne near Barnsley. It is a voluntary organisation, which is managed by a management committee of parents. The centre serves the local community and surrounding areas. The centre is open Monday to Friday, 07.30 to 18.00. Children attend a variety of sessions.

They are currently caring for 101 children, of these 52 children are in receipt of nursery education funding. Children have access to an outdoor play area. The centre also offers out of school care for 71 children.

The centre supports children with disabilities and for whom English is an additional language. There are 22 members of staff and they all hold a relevant childcare qualification. The centre receives support from the local authority, school and the committee.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children relish playing in the outdoor areas where they access rich, varied and imaginative activities. Children move with co-ordination and control as they adjust speed and change direction to avoid obstacles, for example, when playing on wheeled toys. Babies use furniture to pull themselves up and staff support them very effectively to develop and extend their physical skills. The staff recognise the signs of tiredness in babies and young children, for example, they act upon this knowledge to plan and support appropriate periods of rest and activity. Staff are aware of the 'Birth to three matters' framework and children under three years are beginning to benefit from this. Young children follow their own routines and are developing confidence in a nurturing environment.

All children enjoy a good range of healthy meals. The majority of the food provided is from the local farm shop. Drinks are freely available throughout the session and contribute significantly to children's understanding of a healthy lifestyle. Menus are on display and take into account children's dietary needs and parents' wishes. Children are confident and develop some independence as they feed themselves, with support from staff. However, the organisation of snack and meal times does not fully promote independence for older children, for example, with opportunities to serve themselves. Children are well rested and alert and so enjoy their play.

All children are well protected from illness and infection as they are cared for in clean and well-maintained premises. Older children know the importance of personal hygiene as they readily follow good practice and daily routines. For example, they wash their hands frequently throughout the session in particular after accessing the toilet, before eating and after outdoor play without reminders. Children manage their personal needs effectively, for example, they obtain tissues to wipe their own noses. Staff hold current first aid certificates and there are clear details for the exclusion of sick children to prevent cross infection. Arrangements for first aid and administering medication successfully meet requirements and protect children.

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

The provision is good.

Children are cared for in a secure, welcoming environment because of staff having a secure understanding of their role in keeping children safe. Children are protected from potential hazards as daily checks of the premises are made and steps are taken to minimise identified risks. This enables children to move around freely and safely, indoors and outdoors. Effective safety and security precautions are in place, such as the main door having a keypad. Children are familiar with keeping themselves safe when out and about as they are introduced to road safety through topics and discussions.

Children are familiar with the procedures to follow in the event of a fire as drills are held regularly. These are recorded and assessed in order that any problems can be discussed and rectified to maintain children's safety. Children independently select activities from a wide range of good quality toys and equipment stored in child-height furniture. The staff carefully monitor children's toys to ensure they are safe and appropriate for their age and stage of development.

Children are well protected as staff give high priority to children's welfare. This is because staff fully understand their responsibilities for protecting children. Policies and procedures are in place and follow Local Safeguarding Children Board guidelines.

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

The provision is good.

Children arrive happy and eager to participate in their time at the centre. Close and caring relationships between staff and children increase children's sense of trust and their self-esteem. Children show a strong sense of belonging. They actively make choices about their play, selecting resources and undertaking tasks from the broad, challenging and stimulating range available. They demonstrate good independence skills and successfully plan their own time, making decisions about what to do. They confidently put on aprons to paint and help themselves to a broad range of quality resources.

Staff effectively use the 'Curriculum guidance for the foundation stage' to provide good quality care and education. They plan activities and experiences that interest and motivate children. Children enjoy many pleasurable experiences. They laugh with delight as they have fun playing games outside. Staff consistently respond to the children's individual needs and adapt activities to follow their ideas and suggestions. Children are encouraged and supported to extend and try out new skills. They receive high levels of support from staff who use observations and their knowledge of the children to build on what they can do to extend activities at the child's own pace. This results in children being confident, enthusiastic learners.

Nursery education.

The quality of teaching and learning is good. Staff's good knowledge of the Foundation Stage ensures that children progress well in all areas of development. Children are interested and motivated to learn through well-planned, spontaneous activities and experiences, which challenge and extend them. When playing outside, children comment that the hoops are like 'the shape of the week'. They show good concentration skills as they work together with bricks to construct simple and complex models. They build and design, extending their imagination and their natural creativity using a wide variety of craft materials and resources.

Children are confident speakers and listen intently to each other when playing and in groups. They discuss the day's weather as well as the letter, colour and shape of the week. Children behave very well and are sensitive to the needs of others. They manage their own behaviour well, using language to resolve conflict, encouraged and supported by skilled staff. Children have an understanding that print has a meaning. They write for a purpose as they write the story for a display and on their own work.

Children are motivated to learn through the planning of activities that capture their imagination and interest. They are confident and assured to work and play independently or in groups. Children benefit from individual support to help them to recognise shapes, colours and sizes. For example, in group activities they can recognise, match and name shapes, such as circle, square and triangle. Children have good counting skills and carry out number operations in focused activities and everyday activities.

Staff gain a beneficial understanding of children's interests by talking to parents and observing children as they play. They regularly assess children's progress through the stepping stones, providing a clear picture of their progress for parents. However, staff do not routinely use this

information to plan the next steps for children. Staff interact well with children and involve them in some planning activities. They make good use of open-ended questions to develop children's thinking, stimulate curiosity and encourage them to use their imagination. Planning is flexible enough to respond to children's interests, which ensures they enjoy their learning. Overall children make good progress in all areas of learning.

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

The provision is good.

Children have a strong sense of belonging and feel at ease within the environment. They are warmly welcomed by staff who are sensitive to their needs and value their individuality. Staff work closely with parents to find out what is important to children, such as special events in their lives. Children know they are valued, as staff listen attentively to what they say and ask questions about their experiences and interests. For example, they make sure they greet each child individually on arrival and talk to them about what they have been doing at home. This contributes effectively to children developing self-esteem.

Children's spiritual, moral, social and cultural development is fostered. Children play harmoniously together, as they are aware of their own needs and show consideration for the needs of others. For example, older children assist younger children when playing on the balancing beams. Children confidently share information about themselves and listen with interest when others share their news. This is due to staff planning opportunities for them to be together in group times and independent play. Well-planned, meaningful activities and resources help children become aware of similarities and differences, which in turn increases their understanding of the wider world. Children enjoy exploring outdoors to broaden their knowledge of the environment and their local area.

Partnership with parents and carers is good. Priority is given to getting to know children and their families well. This ensures children are cared for in an environment that is sensitive to their individual needs and home routines are followed. Parents are confident in approaching staff and regularly share their views through a suggestions box. Parents are kept informed about what their children are doing and learning through newsletters, photographs and a notice board. Parents and staff share daily information about the children's day. This encourages parents to become involved in their children's learning in meaningful ways.

### **Organisation**

The organisation is good.

Children are cared for in an environment where they can move around and explore freely. Familiar staff are always on hand to offer support and reassurance. This contributes to children feeling secure and content in the nursery. The indoor and outdoor space is laid out to maximise play opportunities for children and encourage their independence and initiative.

Children benefit from the cohesive staff team who are enthusiastic and clearly committed to self-evaluation and improvement of their practice. They share a clear understanding of good early years practice through a comprehensive induction process. Policies and procedures are used to promote the welfare, care and learning of children that contributes to their well-being. However, some records are not consistently completed and confidentiality is not always maintained. There is an appraisal system in place to identify staff training needs and ensure the policies and procedures are consistently applied.

Leadership and management is good. Children benefit as staff regularly access further training. For example, staff recently attended the 'Birth to three matters' framework training. This commitment to improvement ensures the continuing development of the educational provision. 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, the provider was asked to develop the staff's knowledge and understanding of the early learning goals and stepping stones. The staff have attended several training courses and in-house training sessions to develop their knowledge and understanding.

The provider was also asked to address issues relating to observation and assessments in order to develop challenge for children. Observations and assessments are made and recorded. However, these are not used within the written plan for individual children's learning and remain an area that could be developed further.

The provider was also required to make available to parents details about the procedure to follow if they have a complaint and to further develop the child protection policy. Information for parents is on display outlining how they can make contact with Ofsted if they have unresolved concerns. The provider now includes the procedure to follow to if an allegation of child abuse is made against a member of staff. These measures help to ensure that children's welfare is safeguarded and to provide parents with useful information about the service.

In addition, it was recommended that the provider increase the range of resources to reflect diversity within society. More books, toys and play figures which show positive images of other cultures are now in place, raising children's awareness of diversity.

### **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.

## **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 all documentation is consistently maintained.

## **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):

- further develop planning to identify differentiations and use of assessments to plan next steps
- further develop children's independence and self-help skills in daily routines, such as snack times.

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)