

Osmaston Family Project

Inspection report for early years provision

Unique Reference Number 206145
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Inspector Justine Ellaway

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Type of inspection Childcare

Type of care Sessional 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

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.

WHAT SORT OF SETTING IS IT?

Osmaston Family Project is run by Nacro. It opened in 1996 and operates a pre-school and crèche from a room within the Osmaston Family Project, Allenton, Derby. A maximum of 16 children may attend the pre-school or crèche at any one time. The pre-school is open Monday, Tuesday and Wednesday from 09.15 to 11.45 and 13.00 to 15.00 for 52 weeks of the year. The crèche is open Thursday and Friday during term time depending on courses. Activity days are held during school holidays. All children share access to a secure enclosed outdoor play area.

There are currently 25 children aged from two to under five years on roll. Children come from the local community.

The pre-school and crèche employ four members of staff. All staff hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is well promoted. Staff clean tables before meals and after messy play. Children wash their hands at appropriate times using liquid soap and paper towels. Some children do this without reminder. Nappy changing procedures minimise the risk of cross-infection, staff wear disposable gloves and aprons and clean the mat after each change. A clear sick child policy is in place which lists common illnesses and exclusion periods to protect all children at the setting. Regular reminders are sent to parents about the importance of sun protection for when children play outside. Children are encouraged to blow their own nose and dispose of the tissue.

Children receive appropriate care when they have an accident or are ill. A clear medication policy is shared with parents. Appropriate records are maintained when medicine is administered or a child has an accident. A high number of staff have a first aid qualification. Written permission has been requested from parents to seek any necessary emergency medical treatment or advice to ensure that children's health needs are met in the event of an emergency.

Children have opportunities to play outside in the well planned outdoor play area with large climbing equipment as well as smaller toys such as sit and ride toys and balls and hoops. They learn about a healthy lifestyle through discussion and activities. The community dentist visited to demonstrate how they should brush their teeth properly. They have recently participated in an activity on the importance of hand washing. They grow vegetables in the garden.

Children are well nourished. There is always fruit available at snack time. Children's social skills are promoted because staff sit with the children and talk to them. Children pour their own drinks, with support from staff if necessary, to promote their independence at meal times. Staff are sensitive to when younger children need a drink during the session.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a bright and welcoming environment. The room is laid out before children arrive, so they can immediately begin playing. It is very well organised to encourage children to start playing, the tables are set up with different activities, for example, role play, craft, colouring and small world toys. There are bright and attractive displays of the children's work along with a notice board for parents. As a result children feel comfortable and secure as they enter the room. There is a bright and attractive outdoor area with an enclosed play area and a separate enclosed garden for children to use.

Children have access to a good range of age appropriate toys and resources. They are in very good condition and are bright and attractive. Good consideration is given to the range of toys, for example, the home corner is set up with a table that is laid out for a meal with crockery, cutlery, play food and drink. Children play with a stimulating range of outdoor toys including a slide and climbing frame, sit and ride toys and small equipment such as balls and hoops. All of the resources are accessible to children to self-select, they are stored tidily in low-level baskets which children are familiar with. As a result children's independence is well promoted.

Children are cared for in a secure and safe indoor environment. Appropriate safety measures have been implemented indoors, for example, storage heaters are covered over, there are high

locks on the doors and safety gates to prevent access to the stairs. A daily safety check is undertaken prior to the start of the session. There is a clear risk assessment which is updated monthly, along with a clear safety policy, detailing the measures taken and the procedures to be followed. Effective procedures for the safe arrival and collection of children, ensure that they do not leave unsupervised. A staff member monitors the door when children arrive and locks it when all the parents have left. Parents confirm who is collecting the child at each session. Written emergency evacuation procedures are in place and a record of the drills is maintained. The setting operates a high staff to child ratio when they go out to ensure they are safe. A detailed risk assessment is undertaken prior to any outing and updated to incorporate any changes for regular outings. The outdoor area is child-friendly, fully enclosed by fencing and gates and all areas are visible both from indoors and outdoors.

Children are protected because staff understand their role in child protection and are able to put appropriate procedures into practice when necessary. The designated member of staff has had recent training in child protection. A detailed referral form is completed when there are any concerns. There is a clear written child protection statement, informing parents of the setting's responsibility. However, there is currently no procedure in place to deal with an allegation against a member of staff or other adult working in the centre. As a result children's welfare is potentially compromised.

Helping children achieve well and enjoy what they do

The provision is good.

Children are comfortable in entering the setting and separate easily from their carers. They immediately begin playing with the toys. Staff play a song of nursery rhymes as the children enter to help them feel comfortable. A child selects a book and asks a staff member to read it to her, another child goes straight over to the dominoes and starts lining them up.

Staff encourage self-esteem by regularly praising and encouraging the children. A child brings in a birthday cake and a staff member says 'that looks nice' and makes a fuss of him at snack time as she serves the cake. Staff takes his photograph as he blows out his candles, all the children sing 'happy birthday' and then clap.

Children are involved in a varied range of activities which support their development and learning. The session is structured with free play along with activities such as art and craft or painting and the children also enjoy a story and singing. Staff set up activities and resources according to children's interests, for example, they observe a child showing interest in number cards and set these up at the next session. Children are encouraged to develop letter and name recognition as they find their name on the board at story time. There is a picture to help younger children with the recognition. Staff make effective use of observation and assessment to plan for children's next steps. Significant achievements are recorded on a regular basis and transferred to the child's record of achievement. Staff interaction is very good in promoting children's learning and development. Staff join in with play with the children, for example, a staff member makes a sandcastle, she talks through what she is doing so that the children being to learn how to turn theirs over successfully. Another staff member plays with the animals, pretends that one of animals is visiting the farm. As a result children engage in play for long periods of time and are interested in what they are doing.

Children are confident with each other, with staff and with the environment. They move around comfortably, selecting different toys to play with. Children relate well to staff and are comfortable asking them for things, for example, a child asks staff member to read a story.

Helping children make a positive contribution

The provision is good.

Children's individual needs are met to ensure they are fully included in the life of the setting. There is a clear settling in policy to ensure children feel comfortable and secure. Staff greet children as they arrive, they are friendly and make the children feel welcome. Staff know the children well. Staff are sensitive to the children and their needs, for example, when a child is suffering discomfort from teething a staff member distracts him until he is settled. Babies are given good support, staff talk to them and play with the toys. When she is tired a staff member rocks her to sleep.

Children become aware of wider society through a suitable range of resources including dressing up clothes and play food from different countries, books showing people of different race, disabled play people. Girls and boys are encouraged to play with all of the toys. The setting makes good use of people from the community to come and visit the children, for example, they had a visit from the local fire station to talk about fire safety.

Children with additional needs receive a good level of support. There is a clear policy stating what support will be given. External advice and support is sought if necessary and parents are well informed.

Children behave well and as a result enjoy their time at the setting. They follow instructions given from staff, such as when a staff member asks the children help to tidy away some of the toys to make space to play skittles, several of them help. Children find their own space when joining an activity and do not disturb others. Staff are very effective role models. They encourage good behaviour by praise and encouragement and their positive manner and tone. Any inappropriate behaviour is dealt with very effectively as staff focus on the positive. For example, when a child deliberately knocks a game over, the staff member says 'Let me show you how to play this game'. The child then joins in the game and takes his turn. As a result children learn right from wrong and how to behave responsibly.

Children receive consistent and appropriate care. Staff have a warm and friendly relationship with parents. Parents are comfortable to come into the setting and talk to staff about their children and other things happening in their life. Daily verbal feedback is provided for parents to let them know what their child has been doing and how they have settled. Any relevant issues, such as feeding and sleeping are discussed when children are dropped off and staff pass this information on to other staff working in the setting to ensure consistency of care. Parents receive appropriate information about the setting. There are interesting opportunities for parents to be involved in the setting through activity days run during the school holidays. A planned range of activities based around a different theme is held, and all parents and children encouraged to participate. As a result parents are effectively encouraged to become involved in their child's development.

Organisation

The organisation is good.

A thorough recruitment procedure ensures that all adults are suitable to work with children. There are good systems in place to ensure staff are familiar with their role and responsibilities and keep up to date with any changes. Each staff member has a detailed job description. The induction procedure is comprehensive and a checklist is completed to ensure all areas are covered. Staff attend monthly supervision and regular team meetings. They are given updated

copies of policies when they are changed. This positively impacts on the care provided for children to ensure it is consistent and appropriate.

There are effective systems in place to bring about improvements to benefit the children who attend. The setting is working towards the local authority quality assurance scheme. The setting is proactive in sharing good practice with other settings in the local area, focusing on outcomes for children. Staff attend relevant training and link this into information sharing with parents.

Staff are very well deployed throughout the session. They work with the children the whole of the time and do not wait for the children to come to them, they join in their games or set up new ones if the children are becoming distracted. The well organised environment gives children space and independence to move around. The variety of activities during the session means that children are stimulated. There are appropriate records to show which children are present during the session, although they do not currently show the exact time of arrival and departure which potentially compromises children's safety.

An organised operational plan is in place, which is clear and referenced to the National Standards. Appropriate documentation is held on file for each child. Overall children's needs are met.

Improvements since the last inspection

At the last care inspection the setting was asked to ensure staff are deployed to support children's play and learning with regards to the use of the book corner and to improve the safety and security of the garden.

The book area is attractively set up and comfortable for children to sit and read. Children frequently access this area and staff read them a story that they have selected promoting their learning and development. The garden has been completely landscaped with an attractive separate play area and garden for the children to use. The play area has a safety surface and both this and the garden are fully enclosed. As a result children can play safely outdoors.

Complaints since the last inspection

Since 1 April 2004 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

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.

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):

- develop a clear procedure for child protection allegations against a member of staff
- record the exact time of arrival and departure for children attending the setting.

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