

Sinfin Community Childcare

Inspection report for early years provision

Unique Reference Number	EY279508
Inspection date	25 June 2007
Inspector	Dianne Lynn Sadler
Setting Address	Sheridan Street, Sinfin, Derby, Derbyshire, DE24 9HG
Telephone number	01332 770167
E-mail	
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 70 children may attend the nursery at any one time. The nursery is open each weekday from 7.30 to 18.30 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 111 children from birth to five years on roll. Of these 23 children receive funding for nursery education. Children come from a wide catchment area. The nursery currently supports a number of children who speak English as an additional language and who have disabilities and/or learning difficulties.

The nursery employs 20 staff. All hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for appropriately in a clean, tidy environment. They stay healthy and thrive because staff follow well written policies and procedures which reflect current environmental health and hygiene guidelines. Good procedures such as staff wearing gloves and aprons when dealing with bodily fluids and at mealtimes, help reduce the risk of infection. The good health of the under two's is further promoted by visitors being requested to wear shoe protectors. Children are learning to understand and becoming aware of good health and hygiene practices, which are promoted through the sufficient support and guidance given by adults. For example, they wash their hands before mealtimes and after toileting. Children receive appropriate care when they have an accident or become ill. Ten staff have received appropriate first aid training.

All children benefit from a varied range of mostly healthy, nutritious meals and snacks, which ensures they are sufficiently well nourished. Children enjoy fresh fruit at morning snack-time and fresh vegetables such as carrots and cabbage, are served at lunch-time. There is a sufficiently well written menu displayed in the main hall, showing the menu for the day and vegetarian options. All children can choose from a variety of drinks such as water and diluted squash at mealtimes and older children can help themselves to a drink of water throughout the day. This ensures they are sufficiently well hydrated. Children's independence is being well developed at mealtimes. The re-organisation of mealtimes ensures children benefit from a calm relaxed environment. Children sit with staff and take turns pouring their own drinks and helping themselves to food. There is good interaction at this time with good manners being encouraged by staff. The dietary needs of children are discussed with parents and recorded well, ensuring that children have their needs met appropriately.

All children are learning about the importance of a healthy lifestyle. For instance, they participate in a project which investigates 'Healthy eating'. At this time, children participate in activities such as fruit tasting and baking their own bread. Children also enjoy regular opportunities to be active and have physical exercise, which promotes development of their physical skills. They enjoy playing in a newly refurbished stimulating outdoor play area, where they can climb on the large apparatus and play on the bikes and trikes. They also enjoy music and movement sessions indoors. All children are able to rest and be active according to their needs. There are cots and sleep mats available and children use their own individual linen. However, some under two's sleep in furniture and equipment that is not appropriate which compromises their safety and well-being. Older children can select quieter activities such as reading books in the quiet areas of the play room.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for appropriately in a welcoming and safe indoor and outdoor environment, which helps them feel secure and comfortable. They move around with ease from activity to activity and are greeted personally by staff which helps them to settle well and feel confident. A clear and concise risk assessment is carried out on the premises and equipment by the Health and Safety co-ordinator every three months and daily checks are carried out by staff. The checklists are clear, concise and effective in practice. This protects children from the risk of accidental injury. Effective policies and procedures are in place to ensure children are kept safe.

For instance, all children are supervised appropriately at all times and unfamiliar adults collecting children use a password.

Children mostly use good quality, suitable and safe furniture, equipment and play resources, appropriate to meet their different needs. Resources are easily accessed by children as most are displayed on low-level shelves and in well-labelled boxes. This helps to develop all children's independence. Children are learning how to keep themselves safe. They practise the emergency evacuation procedure every three months and are encouraged to keep the environment tidy.

Children are sufficiently protected from harm because staff have a satisfactory understanding of their role in child protection. Staff are aware of what action they are required to take if they have a child protection concern about any of the children. There is a well written policy, however the procedure to be followed in the event of an allegation being made against a member of staff is not appropriate, which compromises children's safety and welfare.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children and babies are happy and are confident in the setting due to the appropriate support given from caring staff. They enjoy their time in the nursery and benefit from positive relationships with both adults and each other. All children confidently interact with each other, with adults and with visitors. All children benefit from a stimulating and interesting environment in which they are happy, content and secure. Staff are effectively developing use of the 'Birth to three matters' framework along with development profiles to meet the needs of younger children, who are learning to be effective communicators and competent learners. They explore and investigate their environment using all of their senses. For instance, children participate in events such as the 'Big toddle', where they take a walk in the community and investigate worms and observe birds on the grass. Babies enjoy exploring bubbles and dig the soil in the garden using buckets and spades. Whilst two-year-olds construct three dimensional structures out of cardboard boxes and paint.

Nursery Education.

The quality of teaching and learning is satisfactory. Staff have a sufficient knowledge of the Foundation Stage and are developing a good understanding of how young children learn and progress. As a result all children are included and make satisfactory progress towards the early learning goals. Staff use an appropriate range of teaching methods to maintain children's interest. They know that the children learn better when they are happy and relaxed and they ensure children are well settled before they concentrate on their learning. Staff sit with children, ask questions and offer support when needed. However, challenge for the older and more able children can be improved further during activity times to include aspects such as calculation. Staff effectively help raise children's awareness of the community and the wider world and there are a good range of resources to promote this. All children are motivated and keen to learn.

Planning covers the six areas of learning well and identifies which aspect and which stepping stones are to be covered when delivering the activities. However, not all aspects within each area of learning is covered on a regular basis and planning does not identify the different levels of ability or how to make an activity harder or easier. This potentially compromises children's learning and progress and does not always provide older and more able children with sufficient challenges. Staff have a clear idea of the learning intentions for children and evaluate the

activities delivered at the two weekly team meeting. The assessment procedure is improved but still not sufficient. Staff record observations they make on children's development and transfer this information to assessment records known as the 'Child's profile'. However the assessment records do not show the starting points of when children enter the Foundation Stage. They do not give a clear picture of progress made by younger children and those with learning difficulties and do not clearly show gaps in learning. This compromises the learning and progress made by children.

Children are interested and engaged in purposeful play as they select and participate in all activities. For instance, they pretend to visit the hairdressers, discussing events at home and interacting well with each other and adults. This develops good confidence and self-esteem. They are developing responsibility for their personal care as they wash their hands and take themselves to the toilet. Children are learning to understand between right and wrong. They share, take turns and work as part of a group. Children can speak clearly and confidently, sharing their experiences. For instance, they discuss a walk they took in the community when they were able to explore local features such as the shops, church and temple. This also develops their self-esteem and sense of community. All children use language for communication and thinking well. They explore their ideas and feelings when they discuss what sand feels and smells like. This is further promoted when three year olds go outdoors to feel the rain and state 'the raindrops are wet'. Children benefit from seeing print in the environment and show a good interest in books. They handle them appropriately and sit and most concentrate well as an adult reads a story. Most children recognise their names as they select their name cards on arrival, displayed on the wall. They write recognisable letters, generally correctly formed as they select their names from a basket at the writing table and attempt to copy. However children are not linking sounds to letters on a regular basis.

Children benefit from seeing some numbers displayed in the environment and some children confidently use numbers for counting. For example, children count eight pieces of treasure found in the sand and explore numbers up to 10 using flash cards. However children do not use calculation on a regular basis. Children are able to recognise simple shapes such as a circle at the drawing table and are learning about size. They explore the meaning of small, medium and large using the 'Three bears story'. Older children also discuss small and large when constructing a tower out of lego bricks. Children benefit from re-creating patterns and explore sequencing when using the compare bears and when copying a pattern using wooden blocks. Children show a good sense of time and place. They discuss a walk in the community where they identified features such as the supermarket, church and local temple. Children enjoy exploring and investigating objects and living things. They explore plastic insects in a tray of soil, birds nests and a spider observed in a plastic jar. They benefit from growing cress from seeds and plant flowers in the sensory area of the garden. However they do not look closely at similarities, patterns and change on a regular basis.

Effective use of the indoor and outdoor space, helps children develop their physical skills. An interesting and imaginative outdoor play area is being developed. Children now benefit from playing in separate areas which include sensory, grassy and sheltered decked areas. They enjoy riding their bikes, jumping in and out of tyres and climbing up a small wall using rope. All children participate in well planned activities outdoors at every session. They enjoy washing the bikes and outdoor play toys and play in the water and sand. All children enjoy regular music and movement sessions. For instance, they travel around the room safely and with good control, following instructions. Children show good respect for each others space and enjoy playing interactive games such as 'Farmers in his den'. All children use small and large equipment well. They use one-handed tools competently as they paint their pictures using brushes and dig the

soil using buckets and spades. Children also develop their imagination using malleable materials such as clay. For example, older children make a strawberry and a fly hiding underneath a leaf. All children are able to express themselves freely through creative activities. They explore colour, texture and shape in various ways. For instance, they enjoy bubble painting using paper cut out as a triangle, square and circle. Also, the children's birthdays are displayed on a spiders web made out of wool. All children use their imagination especially in role play situations. They communicate their ideas and re-create experiences from home as they pretend to go to the hairdressers. They pretend to wash and cut each others hair, wearing aprons and using hairdryers. In the role play corner they freely access resources such as puppets, musical instruments and a compact disc player.

Helping children make a positive contribution

The provision is satisfactory.

Effective relationships are being developed with parents to ensure children receive appropriate care consistent with home. All parents complete the 'Parent's profile' form which shares information about children's care and development needs, preferences and cultural and religious needs. There are satisfactory procedures to ensure both parties are well informed. For example, parents benefit from receiving a prospectus, regular newsletters and can access all nursery policies and procedures, displayed in the hall. In addition the parents of babies benefit from receiving daily diaries which record routines and activities participated in. This further improves their knowledge and improves links between home and nursery.

Clear, concise policies work effectively in practice to promote equal opportunities for all children. They enjoy positive relationships with the staff and with each other and feel a sense of belonging. This develops good self-esteem and helps children feel confident. This is further promoted by children's work and photographs being displayed throughout the environment. All children are warmly welcomed in the setting and fully included. They are valued and respected as individuals and have their individual needs met appropriately. There are adequate procedures in place, reflective of the Code of Practice, to ensure children with disabilities and learning difficulties are also supported appropriately. Staff work closely with parents and other professionals to ensure children's needs are understood.

Children are being made aware of the wider society. Staff ensure that the resources positively represent the children who attend as well as the wider world and children are made aware of all celebrations and festivals. For instance, they participate in activities such as visiting the local temple and church.

Children's confidence and self-esteem is now being developed well by staff with a consistent approach to behaviour management throughout the nursery. This promotes their welfare and development. Staff use praise and encouragement to reward children's good behaviour and all children are learning to understand responsible behaviour. Most children take turns, share play resources and show respect for others. Children's spiritual, moral, social and cultural development is fostered. The behaviour policy is clear and understood by staff and effective in practice.

The partnership with parents and carers of funded children is satisfactory. Information about the educational programme provided is included in the nursery prospectus and detailed information is displayed on a notice board outside the play room. This promotes children's development in all six areas of learning being supported at home. Parents also receive satisfactory information about their children's progress and achievements. They can now attend regular parents evenings where they discuss their child's development with the key worker and

share information about progress observed at home. This information is recorded appropriately in the Child's profile, ensuring the next steps planned for children are appropriate. Parents also benefit from seeing their children's work and photographs displayed in the room. Parents are encouraged to become involved in their child's learning which helps children progress and enables them to make a positive contribution. For example, parents receive details of future events and topics in regular newsletters.

Organisation

The organisation is satisfactory.

Children are cared for by staff who are suitably qualified, experienced and committed to their well-being. Staff work well as a team. With some re-organisation they now provide a stimulating and interesting environment conducive to the care, teaching and learning of all children. The recruitment procedures are effective and all records in place, which supports children's welfare and safety. Regular monitoring reviews and annual appraisals ensure that staff are fully aware of their responsibilities towards children and develop their knowledge and understanding. This improves the quality of care received by children and broadens their experiences. There is a vetting procedure to ensure staff are suitable to care for children, however it is not sufficient. There is no system in place to ensure staff remain suitable to care for children. This potentially compromises children's safety and welfare. Records and documentation in place are available for inspection and shared with staff and parents.

The leadership and management is satisfactory. There is now clear leadership within the setting. The roles of the manager and deputy are now clearly established and a senior member of staff has been appointed within the pre-school room. Staff are well motivated and have developed a supportive team approach, aiming for good quality education for all children. The monitoring and evaluation of the nursery education provision and quality of teaching is sufficient. An adequate system has been set up for the deputy to observe and record the teaching and children's learning. The observations are shared with the manager who then carries out review meetings with the staff every three months and annual appraisals. This has sufficiently improved practice and positively supports children's learning and progress. The setting has worked hard to address the areas for improvement, with an action plan ensuring the setting continues to improve. However, the action plan for pre-school relates only to weaknesses raised previously by external agencies. It does not include strengths and areas for improvement still outstanding or identified by themselves.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Care.

The nursery agreed to promote the good health of children by ensuring that information regarding meals is shared with parents and regularly review the outdoor area to ensure that all risks and hazards are minimised and that it is safe for children. Satisfactory progress has been made in both areas which promotes the good health and safety of all children. There is a daily menu displayed for parents and clear, concise risk assessments conducted on a regular basis which checks the cleanliness and safety of the equipment and premises.

They also agreed to ensure that children's behaviour is managed consistently, that children receive appropriate praise and encouragement and are able to learn about right and wrong.

Good progress has been made and as a result most children behave well and all children are learning to understand responsible behaviour.

Nursery education.

The nursery was asked to ensure that parents and carers are encouraged to become involved in their child's learning and that they are given information on their progress and next steps. Satisfactory improvement has been made which promotes children's development being supported at home and ensures next steps planned for children's learning is appropriate.

The nursery was also asked to continue to develop planning systems to ensure that activities are appropriate for all children, that children are engaged in purposeful play when playing outdoors and that children are consistently challenged. Sufficient progress has been made and children are now making satisfactory progress. However, further improvement is needed to ensure all children are sufficiently challenged.

The nursery was asked to review observation and assessment systems to ensure that progress records accurately reflect children's stage of learning and clearly identify their next steps. Insufficient progress has been made. Assessment records do not show starting points of when children enter the Foundation Stage and do not give a clear picture of progress made or next steps especially for three year olds and children with learning difficulties. This compromises all children's learning and development.

The nursery was also asked to implement effective monitoring and evaluation systems for the educational provision and ensure staff's training and development needs are met. Satisfactory improvement has been made and staff have attended various courses and received good support. This has sufficiently improved practice and has positively supported children's learning and progress made. However, further improvement is needed to ensure monitoring systems identify strengths and weaknesses.

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 the 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

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 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 children use furniture and equipment that is suitable for sleep
- review and update the procedure to be followed in the event of an allegation being made against a member of staff
- ensure there are effective procedures in place for checking that staff remain suitable to work with 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):

- ensure assessment records show starting points from when children enter the Foundation Stage, give clear picture of progress made and clearly show next steps in learning
- provide sufficient challenges for older and more able children
- ensure all aspects of learning are planned for on a regular basis, specifically; calculation, linking sounds to letters and looking at patterns, similarities, differences and change
- ensure monitoring and evaluation system is effective in practice and identifies strengths and weaknesses.

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