

Little Joes

Inspection report for early years provision

Unique Reference Number	EY345578
Inspection date	08 May 2007
Inspector	Kathryn Margaret Clayton
Setting Address	St. Josephs RC Primary School, Philip Avenue, CLEETHORPES, South Humberside, DN35 9DL
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Registered person	Cleethorpes Childcare
Type of inspection	Integrated
Type of care	Full day 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 good.

WHAT SORT OF SETTING IS IT?

Little Joes operates from within St Josephs RC Primary School in Cleethorpes, North East Lincolnshire. The group is owned and managed by a voluntary committee, Cleethorpes Childcare, who have other registered settings within the area. The setting opened in January 2007 and is registered to provide care for 20 children, aged from two to under five years of age, of whom no more than eight may be under aged three at any one time. There are currently 39 children on roll, of whom 33 are in receipt of nursery education funding. Children with learning difficulties and those for whom English is not their first language attend the setting. The group uses a designated playroom within the school, and also the school hall, playing field, two outdoor playgrounds and a peace garden for outdoor play opportunities. The group is a member of the Pre School Learning Alliance and receives the support of the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children remain healthy in the setting because good hygiene routines are maintained. For example, attractive soap dispensers, notices and paper towels are provided to encourage children to wash their hands at all appropriate times. Antibacterial liquid is used when preparing tables for snack time and there are always a number of staff with current first aid training on duty. Therefore, should accidents occur they can be dealt with correctly and parents kept fully informed. Children start to learn about the benefits of healthy eating as they are provided with well-balanced snacks of fruit and savoury items at every session. Some examples of these include apples and oranges with breadsticks or rolls.

Children enjoy a good level of activity when at the setting. They can play in the fresh air every session in a small enclosed area at the end of the playroom. There are also regular planned opportunities to be very active outdoors. There is a large playground with a grassy field where children play energetically on wheeled toys, bikes and with small equipment, such as quoits and balls. They also have regular opportunities to use a large hall, where they enjoy music and movement sessions. All children, including those in receipt of nursery education funding, have limited opportunities to practise and develop climbing skills as there is no suitable equipment available to do so.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in an attractive playroom where their work is valued. They enjoy adequate freedom of movement around the play area and have enough space to rest and enjoy a variety of play experiences. Children choose from an appropriate range of resources. For example, they particularly enjoy dressing up and using mark making equipment in the writing area. Children start to gain some understanding of managing their own safety as they are involved in devising suitable rules to help them to remain safe in the setting. For example, that they should always walk when indoors.

Staff are effective in ensuring children remain safe. They supervise children very well and complete daily checks of the premises to identify any necessary action that needs to be taken. Safety measures in place include security locks on the exit doors, and covers to protect children from hot radiators. Children are involved in the regular evacuation of the premises, with staff taking into account their varying patterns of attendance so that all children start to learn about keeping themselves safe. Staff understand their responsibilities with regard to the protection of children, however, not all key staff are fully aware of the agencies that should be informed if there is a concern about a child.

Helping children achieve well and enjoy what they do

The provision is good.

All children are happy and settled at the setting. The generous staffing ratios ensure children receive good support and care. Children's emotional needs are effectively met by staff. For example, they are cuddled and receive comfort when necessary. Regular assessments of children's progress are made, therefore helping staff to plan for the next step in their learning. Children are very aware of the routines, for example, when it is time to go outside to play, therefore

they feel secure and settled. Children greet each other affectionately and have the opportunity to take time to explore and play independently. Many children show a real interest in imaginative play and enjoy dressing up. Children respond well to the caring, attentive staff members who are very sensitive to their individual needs.

Nursery Education

The quality of teaching and learning is good. Staff plan systematically to ensure coverage of the appropriate parts of the Foundation Stage curriculum over time. Children show a caring attitude towards each other and happily join together in friendship groups, for example, as they play with their babies. They are proud of their achievements and are praised by staff, therefore they gain a sense of self-esteem. Many children speak clearly, for example, about what they have done on their holidays, or when they go out with family members. Children listen well at group times and story time. Their concentration is encouraged by a very calm staff group who manage children's behaviour effectively. Many children can recognise their own names at the snack table, for example, and some children write their names independently. The development of these skills is encouraged incidentally in play.

Children start to gain an early understanding of solving simple problems when singing number rhymes. Many are aware how many monkeys are left swinging on a tree, for example. They count by rote and staff make them aware of larger numbers in the environment. Children show an interest in many activities, such as completing puzzles and building models, that help them to understand how shapes fit together. Many children hold chalks, felt tips and crayons correctly when making marks and show good scissor control when completing a collage picture. Children are very interested in exploration and using their senses. One example of this is when they explore the properties of gloop for some time and with the effective encouragement of staff start to add water and notice the changes that occur.

Children enjoy using technology equipment and show good control when using a mouse to successfully complete a matching game. They are very imaginative, as they dress up and take their babies to the doctors or care for their toy pony. Staff provide good opportunities for children to explore colour and texture, through painting and collage activities, for example. Children enjoy singing songs and many join in with enthusiasm. There are times during the second session when some children who stay all day are disinterested in play and learning, as the activities available are not varied or extended.

Helping children make a positive contribution

The provision is good.

Children are cared for in a respectful atmosphere where they are valued and welcomed by staff. Children and staff bring photographs into the setting, therefore helping everyone to feel a sense of belonging to part of the group. Children with learning difficulties are well supported. Children start to gain a positive image of diversity as they have access to books and images around the setting that reflect the wider world. Staff make good efforts to ensure all children settle easily, for example, by providing notices in their home language. This also helps their parents to feel welcome. Children's spiritual, moral, social and cultural development is fostered.

Children behave very well. An understanding of acceptable behaviour is effectively encouraged by involving children in activities, such as devising their own simple rules, for example, about how to share toys. The partnership with parents and carers is good. Parents and children receive a friendly welcome. They have access to a wide range of policies and procedures available within

the entrance area and parents are kept well informed about their child's progress as they are able to take their profile home at any time. Parents are asked to contribute their own comments, they can approach staff for informal discussions and are invited to an annual open day.

Organisation

The organisation is good.

Children benefit because the setting use good recruitment procedures for the appointment and checking of all staff members. The staff group are well-qualified and receive good support and development opportunities. For example, key workers have one session each week in order to be able to plan for and assess children's learning. Children benefit from being cared by a consistent staff group with good adult to child ratios.

The leadership and management of the nursery education is good. Senior management work together to effectively oversee the nursery education provision. One way of doing this is through observations of practice and the appraisal of staff work. Management show a good attitude and commitment towards ensuring the ongoing improvement of the nursery education provision. They work closely with the local authority and have made good efforts to develop the setting in the relatively short time since they first opened. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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 children have regular opportunities to practise climbing skills, using suitable equipment (also applies to nursery education)

- improve staff knowledge of the procedures to follow, including the agencies that should be informed about safeguarding children concerns.

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):

- consider ways to effectively meet the learning needs of all children, taking into account their varying attendance patterns.

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