

Gamesley Early Excellence Centre Child Care CIC

Inspection report for early years provision

Unique Reference Number	EY340480
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Inspector	Georgina Walker
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Registered person	Gamesley Early Excellence Centre Childcare CIC
Type of inspection	Childcare
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

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?

Gamesley Early Excellence Centre, Child Care Community Interest Company (CIC) was re-registered in 2006. It operates from the purpose built centre and Geoffrey Allen Centre in Gamesley, an area of the town of Glossop, Derbyshire. There are two secure enclosed outdoor play areas. The centre provides nursery education, day care, family support, crèche and out of school facilities and serves the local and surrounding area.

The centre is open five days a week for 50 weeks of the year, except Bank Holiday and concessionary holidays. Sessions are from 07:30 to 18.00.

There are currently 188 children from three months to 11 years three months on roll. This includes 74 children who receive funding for nursery education. The centre currently supports a number of children with learning difficulties and disabilities.

The Child Care CIC employs nine full-time and nine part-time staff who work with children. The majority hold an appropriate early years qualification. One member of staff is currently working towards an appropriate early years qualification. There is also the head teacher and three teaching staff, crèche workers, toy library staff, family support workers and designated Special Education Needs Co-ordinator (SENCO) staff holding relevant qualifications within the centre.

The setting receives support from the local authority and the out of school facility are members of 4Children, a national support network.

The Local Education Authority (LEA) operate and manage the funded nursery education under the board of governors and the head teacher, who also is the representative of the registered body who operate the child care. The Child Care CIC is managed by a board of directors who delegate the day to day responsibilities to the head teacher and staff.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is generally promoted, however accident records do not contain sufficient detail to meet a child's medical needs should a further injury occur. An excellent range of documents are produced for staff to record information including any medication given, but this would be a rare occurrence and generally for the treatment of asthma only. Parents provide written permission for seeking treatment in an emergency, but this is not immediately available when children are on outings. All staff hold first aid qualifications to ensure children would be treated appropriately. Aspects of good hygiene are promoted very effectively and children are aware why they wash their hands after using the toilet or before meals and snack to prevent the risk of cross-infection and get rid of germs after playing outdoors. Independence regarding the use of tissues is promoted effectively and older babies are developing the skills required to collect a tissue, use it and dispose of it competently.

Staff effectively promote healthy eating and the setting is involved in the school healthy eating programme. The cook provides an excellent, carefully planned menu for which she has won awards, and the children enjoy meals such as tuna fish pie, peas and sweetcorn with cheese sauce, followed by sultana pudding and custard. Many children request seconds as they are encouraged to eat heartily by staff, who sit with the children, to provide good role models and promote good manners. Children sit at the table for snack and engage in a social time, sharing information with visitors that they have 'apple and nana' to eat. The children have free access to fresh water at any time and children indicate to staff if they cannot ask, due to their age. Babies bottles are given following the written instructions from parents, which all contributes to the children's dietary needs being met. Individual dietary requirements are shared by parents with the staff to ensure children remain healthy and any known allergies are not triggered and religious or special dietary needs are met.

Children are supported effectively to develop their physical skills. They move with confidence and an awareness of personal safety throughout the centre. Regular use of small tools such as pencils, scissors and paintbrushes, and a variety of crafts, puzzles and games, help children develop their fine manipulative skills competently. Daily opportunities to play outdoors are programmed with purposeful activities and the older children have access to a covered area to play out when the weather is poor. They demonstrate great skills and competence when pedalling bikes around the road track, stopping carefully to make sure they do not run into others. Photographs of children using the large climbing equipment, tunnel, slide, wheeled toys and the extensive range of indoor activities provides parents with evidence of the variety of opportunities the children enjoy in the setting. The out of school club children have the opportunity to go on outings, such as to Portland Basin for nature activities in school holidays, or to the local sports centre on Tuesday evenings after school to develop their football skills.

They enjoy organised games in the Geoffrey Allen Centre hall, which is one of two rooms used as their base in term time.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Displays of children's craft work, education activities and other posters are displayed to ensure the whole of the mostly purpose built premises is warm and welcoming to the children and parents. The children have access to an extensive range of activities which are changed to promote challenge throughout the session. These are safe, age-appropriate and presented at suitable levels to encourage independence and development and ensure children develop in appropriate surroundings. The rooms are set up prior to their arrival to enable them to join in activities immediately. An excellent range of resources are stored in labelled boxes or on shelf units which are freely accessed by the children. Staff create a cosy baby area for non-mobile children in the designated under 18-month-old children's room. These children join in for meals or activities with the under threes in their area. The three to five-year-old children in day care are integrated successfully with the children receiving funded nursery education in a very stimulating environment. This area is also used in holiday times by children who attend the out of school club.

Children are very secure in the environment. Delivery and collection procedures are maintained very effectively. Parents, staff and visitors sign themselves in and out, and staff mark and check registers. Emergency procedure evacuations and subsequent evaluations are undertaken regularly to ensure staff and children develop an understanding of the need for fire safety. Staff have very comprehensive risk assessment documents for daily checks to ensure children's personal needs are met and safety is promoted. The transportation of children to and from school by the designated drivers and newly appointed escorts ensures children's safety. All relevant documentation and licences to drive local authority vehicles is maintained effectively.

Children are cared for by staff who have an excellent knowledge of signs and symptoms of abuse and demonstrate a secure understanding of how to give priority to children's welfare. The parents are informed of the setting's responsibility to protect children in the well-written policies. Staff are aware of current developments and changes to local documentation about 'Local Safeguarding Children Board' procedures and their policies are to be updated to reflect the changes to local authority procedures from April 2006 and the requirement to inform Ofsted if a referral is made. An ongoing programme of training is promoted and staff attend local authority child protection training and children's welfare is given high priority.

Helping children achieve well and enjoy what they do

The provision is outstanding.

The children are confident and keen to access the extensive range of play activities, even when they have not attended the centre on a regular basis. They settle well in the setting and have a friendly relationship with the staff. Children's developmental progress is maximised, due to consistent staff interaction and the monitoring of the children's use of activities as they learn through play. Ongoing training from the local authority is provided, including the 'Birth to three matters' framework, and staff respond effectively to ensure the children benefit from their commitment to development. Activities are successfully adapted for the wide age range and abilities of children who attend. The children develop appropriate socialisation skills as they join in group activities, especially meal times, and move between the very well presented

resources. This ensures the children are purposefully occupied and become absorbed in the activities and are very happy in the setting, especially when painting or feeling the range of tactile resources on the wall board in the toddler room. Children's physical development is promoted indoors and outdoors during the sessions. The children enjoy developing their climbing skills as they go up and down on the indoor wooden equipment, especially when they use resources slightly larger in a different play room.

The access to an extensive range of messy play activities, linked to the 'Birth to three matters' framework and Foundation Stage curriculum guidance, ensures children's development is fully supported in all areas. There are many opportunities to experience a range of textures as they make collage pictures such as painting ladybirds or free choice painting for older children in the holiday club. Staff plan stimulating activities which are enthusiastically enjoyed by the children and older children adapt them to meet their needs. They spontaneously read stories to younger children. The children have access to an extensive range of books for quiet times. Children are well behaved and eager to try new experiences, such building with the train track and finding out how magnets work on the trains, with support from the staff.

The children who attend the out of school club have to opportunity to engage in 'clubs within the club', such as chess, electronics, computer or art and craft club, when specialist staff are brought in to teach or coach them. In holiday times they enjoy using the exceptionally well resourced nursery education room, with the adjacent sensory room, where they engage in exciting and imaginary games.

Helping children make a positive contribution

The provision is outstanding.

Children are very confident in the setting. They are respected and treated as individuals as they are welcomed in the purpose built facility for under fives and the adjacent centre for the out of school club children. Staff use their expertise, have ongoing discussions and use profile sheets, completed by parents, to ensure children's individual needs are effectively met. Medical or food requirements information is drawn to the attention of all the staff and retained confidentially to meet the child's need.

Children develop a strong sense of independence and self-worth as they are encouraged to share, take turns and follow rules. They are well behaved and respond to the firm and consistent expectations of the staff, who use the 'Moral Development Policy' and a range of age-appropriate strategies. Children are developing an understanding of how everyone positively contributes in society and how some children have individual needs through discussion and an effective inclusion policy being implemented. Extra support staff are employed to assist in caring for some children and all children have their own learning plan under the relevant framework or Foundation Stage. A wide range of resources which promote positive images are available and well used by the children. Members of staff consistently use appropriate language to assist children's learning. Their knowledge and experiences are successfully extended when dressing up, tasting food at snack and meal times and craft activities linked to culture and festivals are included in the outstanding planning. Equality of opportunity is promoted skilfully as activities are adapted to ensure children's developmental needs are met. Many resources are presented at low level to ensure children access age and stage appropriately.

Parents are provided with a comprehensive pack of the range of facilities the centre provides, which includes brief information regarding each aspect of the day care provided. Copies of all policies and procedures are drawn to the attention of the parents at induction and many are

displayed around the centre for to parents to read. Information regarding Ofsted is available and prominently displayed, with contact addresses and phone numbers. The complaints log is effectively maintained with confidential detail regarding any concerns, however minor and how the setting have addressed them for the benefit of children and parents. The registration certificate is displayed for parents to be reassured their children are cared for in a registered setting. Co-operation between parents and staff ensures children's specific needs are met as individual detail is shared and recorded in the daily information sheets or dairies regarding bottles, sleep and other needs for babies and older children as required. Information is shared verbally at the end of the session regarding the activities the children have been engaged in and regular open days occur. Newsletters for parents of children who attend the varying services of the centre are regularly produced with detail of events or such items as the potential outings for the out of school club children.

Organisation

The organisation is good.

The welfare care and learning of the children is promoted through the maintenance of records, policies and procedures which are required for the efficient and safe management of the provision. Whilst some aspects of day care have been provided on site for a number of years the setting does not have a complete understanding of the detail of the criteria to meet the standards. A number of policy documents require minor amendment to include current requirements and when to inform Ofsted of significant events.

Children are in the care of qualified and experienced staff who support them very effectively to ensure they are happy and settled in the centre. Babies and older children are given one to one care, if required, and all children settle quickly due to the high ratios maintained. Good organisation of effectively planned, developmentally appropriate activities, ensures children's time in the setting is worthwhile and challenging. The children are eager to engage in the exciting range of activities presented and become fully absorbed in their play. There is support for the staff team through regular staff meetings, in-house training and by attending local authority training courses. Resources are constantly being updated to ensure the facilities are welcoming and stimulating for the children. Overall the range of children's needs are met.

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

On the basis of the evidence collected on this inspection:

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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's accident records contain all relevant detail and permission for seeking treatment in an emergency is immediately available at all times
- continue to develop knowledge of the National Standards and ensure the detail is reflected in documentation and practice.

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