

Craghead Childcare Centre

Inspection report for early years provision

Unique Reference Number	EY293651
Inspection date	11 June 2007
Inspector	Cathryn Parry
Setting Address	The Middles, Craghead, Stanley, County Durham, DH9 6AG
Telephone number	01207 281 597
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Registered person	Craghead Development Trust Limited
Type of inspection	Integrated
Type of care	Full day care, Sessional 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?

Craghead Childcare Centre is owned and managed by Craghead Development Trust Limited. It opened in 2004 and operates from two rooms within purpose-built premises. It is situated in the residential area of Craghead, County Durham. A maximum of 30 children may attend the centre at any one time. The centre is open each weekday from 08.00 to 18.00 for 52 weeks of the year. All children share access to a secure, enclosed, outdoor play area.

There are currently 53 children aged from six months to under five years on roll; of these, 28 children receive funding for nursery education. Children come from a wide catchment area. The centre currently supports a number of children who speak English as an additional language.

The centre employs seven members of staff. All of these hold appropriate early years qualifications and three members of staff are working towards a further qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are learning appropriate personal hygiene practices through suitable routines and positive role modelling. They are encouraged to wash their hands before meals and after using the toilet. This is further supported with basic information posters in the bathroom. Staff wear disposable gloves and an apron when changing nappies, which helps reduce germs from spreading. Children's health is maintained and the risk of infection minimised as the premises and equipment are clean. A daily cleaner is employed to ensure the rooms are suitable for children's play. Toys and equipment are regularly cleaned by staff, especially resources used in the baby room. Appropriate policies, satisfactory relationships with parents and relevant training ensure individual children are suitably cared for should they become ill. This reduces the risk of cross infection.

Children are suitable nourished as staff provide generally healthy meals and snacks. These include spaghetti bolognese, mince and dumplings and bread and butter pudding. Children ask for drinks when they are thirsty as well as older children generally having free access to drinking water, which has a positive impact on promoting their self-help skills. Children enjoy daily opportunities to experience large physical play. These include using climbing equipment and sit and ride toys. They are active or restful through choice and babies sleep in line with their individual needs and parents' wishes. Their health is further promoted as individual bedding is used for each child and then washed in the nursery's laundry. All relevant documentation with regard to health, including information regarding any specific needs, allergies and consents, are in place. This has a positive impact on children's well-being.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The premises are made welcoming and friendly to children, parents and carers. The building is clean and has attractive displays. Both playrooms have large windows, which enable children to benefit from natural light whilst playing indoors. They are safeguarded well as premises are secure at all times, including the use of an intercom system at the front door. This is supplemented with suitable procedures for adults collecting children. The rooms are set out in different areas, which are large enough for children to move freely. They participate in activities fully as furniture and equipment are of an appropriate size. A walk-in cupboard and outdoor store ensure equipment is stored safely. Regular risk assessments, both indoors and out, minimise the risk of accidental injury appropriately. Children are able to explore safely using well maintained resources. These are bought from reputable suppliers and are suitable for the ages and stages of development of the children attending.

Children's knowledge about personal safety is encouraged by gentle reminders from staff to pick up the toys so they do not trip, road safety activities and regular fire drill practices. This positively contributes to children developing a sense of danger and how to keep themselves safe. Those who go on outings are safeguarded as staff are vigilant, and appropriate seats and restraints are used in any vehicle used. All safety equipment is in place and staff respond positively to risks. An example of this is where they ensure children are made aware that the floor is slippery after it has been mopped. Children are appropriately protected as staff have a generally sound understanding of child protection issues.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy their time at the centre and are happy to participate in the variety of activities provided. These include sharing books, digging in the sand and using construction toys. A suitable balance of child-centred and adult-led experiences ensures appropriate challenge for their age and stage of development. Children's artwork is displayed throughout the setting, which raises their self-esteem. This is complemented with staff regularly using praise and encouragement. The 'Birth to three matters' framework is being implemented when planning for younger children, including following their interests. Each child has a developmental file. However, these are not up to date and consequently, do not show a true reflection of children's progress. Children enjoy creative activities, such as hand printing and exploring jelly. This gives them opportunities to experience different textures. A selection of heuristic play boxes provides opportunities to enjoy a range of man-made and natural resources. Mirrors in the room where children aged under two years play, are positioned at a low level enabling babies to gain a sense of self. Activities are extended, for instance, children shared the 'Jack and the bean stalk' story and then planted and nurtured their own broad bean plants. This inspires children to be creative and increases their knowledge of the natural world. Children are able to make their own choices, select their own materials and activities. This motivates them to learn and sustains their interest.

Nursery Education.

The quality of the teaching and learning is satisfactory. Displays and previous plans show that each of the six areas of learning is being covered. This is also evident in the way the pre-school room is set out into different areas. Children have individual files, which link to the Foundation Stage. However, they are not up to date and do not effectively show children's attainments. This has a negative impact on informing future planning. Staff make appropriate use of open ended questions to encourage children to think. Children show an awareness of shape as they complete puzzles. Their mathematical thinking is encouraged during everyday activities, such as counting the cups at lunchtime. This is complemented with planned activities. An example of this is where the children use a height chart to record how tall they are. Photographs show that a computer was available for children to use. However, this is no longer accessible and there are very few other resources to foster children's information technology skills. This has a negative impact on their learning in this area. A range of small tools are available for children to practise their fine manipulative skills. Examples of these are scissors, paintbrushes and a hole puncher. Children's communication skills are fostered well through various activities. These include songs and rhymes, resulting in competent speakers and listeners. They speak confidently in front of a large group and are encouraged to recall events. Children enjoy using their imagination, for instance, when playing with plastic sharks and dolphins in the water. The role play area has a selection of wooden furniture, such as a play cooker and cupboards. However, there are no small resources to complement this. Consequently, children can not fully participate in this area. Older children, who are going to be moving into school, have regular visits to the classroom. This has a positive impact on a smooth transition, as they familiarise themselves with the teacher and the new environment.

Helping children make a positive contribution

The provision is satisfactory.

A short induction period, including visits with parents, enables children to settle into the new environment. Children's spiritual, moral, social and cultural development is fostered. The staff's appropriate approach to equal opportunities contributes to children's positive attitudes to the

wider community. This is complemented with an adequate selection of resources, including books and dolls from different cultures. There are also small figures showing positive images of people with disabilities. Children celebrate a variety of festivals, such as Hanukkah, Chinese New Year and Christmas. Consequently, this develops their understanding of different traditions and religions. Children are learning to explore their feelings as they draw happy, sad and angry faces. Staff share their own feeling with children, which encourages them to discuss how they feel and show empathy towards others. Children are developing an understanding of responsible behaviour, as a consistent approach by staff is employed. They are encouraged to consider the consequences of their words and actions for themselves and others. Some staff have experience of caring for children with learning difficulties and disabilities and the acting manager shows a positive attitude to providing an inclusive environment.

Partnership with parents and carers is satisfactory. Appropriate relationships with parents and carers are beneficial to the continuity of care that the children receive and ensure individual needs are met. Written information available on the setting is very limited, which has a negative impact on informing prospective parents and carers on the service provided. It also results in current users of the nursery not having an easily accessible written point of reference should they need to refer to policies or procedures. Individual information is shared on a daily basis both verbally and with written daily diaries for younger children. A suggestion box is available for parents and carers to give feedback on the care and education provided, although generally, they speak to staff regarding any compliments or concerns. A weekly library session within the nursery enables children to take books home to share with their families. This has a positive impact on their attitude to books and involving family members in their learning. Parents and carers are also invited to join in fund raising events and trips to places of interest. This promotes stability and a sense of security for their children.

Organisation

The organisation is satisfactory.

The leadership and management is satisfactory. The permanent member of staff who is the manager is currently absent from the nursery. Consequently, the acting manager has been in post for five weeks. She shows an appropriate understanding of the Foundation Stage and the 'Birth to three matters' framework, enabling her to foster suitable practice within the setting. This includes reviewing the recording of children's progress. Regular staff meetings give individuals the opportunity to discuss how to take the provision forward and contribute to a committed team. She is keen to encourage staff to attend relevant training to progress their professional development. This complements this by being a positive role model as she is currently completing a Level 4 qualification in management. The acting manager is enthusiastic and highly motivated to constantly improve the care and education offered, and is developing her managerial and monitoring skills.

Children enjoy a variety of play opportunities through the suitable organisation of space, time and resources. The playrooms are arranged so that children can play alone or with others. They benefit from carpeted areas and also have flooring suitable for more creative activities. All children have regular access to outdoor play. The flexible routine incorporates time for trips out and for visitors to come into the nursery. Examples of this are the police with their dogs and the local librarian for story times. Low level storage of resources promotes free choice and independence. Attractively set out toys and activities encourage participation. Relevant individual documentation for children is in place and stored adequately to maintain confidentiality. However, the operational plan, which includes all the policies and procedures, has not been reviewed since 2004. Consequently, some of the information included is not accurate. An

example of this is Ofsted's current contact details included in the complaints procedure. This has a negative impact on staff, parents and carers effectively using the document and is not a true reflection of how the nursery operates.

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

Improvements since the last inspection

At the previous inspection the provider was asked to continue to develop plans to improve the outdoor curriculum. Staff currently plan for outdoor play, which has a positive impact on children's learning opportunities.

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.

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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 developmental files are regularly completed to show a true reflection of their progress (also applies to nursery education)
- review the operational plan
- further develop information for parents and carers (also applies to nursery education).

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 role play and information technology resources (also applies to care).

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