

First Choice Childcare - Langley

Inspection report for early years provision

Unique Reference Number 250044

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Inspector Hayley Lapworth

Setting Address Langley Primary School, St. Bernards Road, Solihull, West Midlands, B92 7DJ

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Registered person Dawn Ekins

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?

First Choice Childcare opened in March 2000. The childcare facility is privately owned, it operates from a single story building, situated in the grounds of Langley Junior and Infant School in Olton, Solihull. A full range of day care services are provided including nursery care, holiday play care, before and after school and a wrap around service for children attending Langley Nursery. The nursery has three main playrooms, a kitchen, bathrooms and staff /office facilities.

There are currently 67 children from two -11 years on roll including one child in receipt of funded nursery education. Children attend for a variety of sessions. The setting supports children with learning difficulties and/or difficulties, and children who speak English as an additional language.

The provision is open five days a week from 07:30 until 18:00 with a brief shut down between Christmas and the New Year.

There are a total of 10 staff employed to work directly with the children. Above half the staff hold a relevant child care qualification. The setting receives support from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is mostly assured because good hygiene routines are promoted. Babies have nappies changed frequently keeping them clean and dry. Most children are learning about good hygiene through reinforcement, guidance and support from staff. For example, all ages of children are encouraged to wash their hands at appropriate times throughout the day.

Children are beginning to learn about how to keep healthy. The staff team have good knowledge and understanding of children's individual dietary needs. Therefore, they do not eat foods that may cause them harm. Menus have been devised considering the nutritional needs of young children. Meals and snacks that are provided are attractively presented and include the use of fresh produce on a daily basis. This is best demonstrated at snack time when they have access to a good quantity and variety of fresh fruits. In addition water are accessible to the children at all times. This means that they are able to meet their own bodies needs when they are thirsty promoting their independence.

Staff are qualified in first aid. Children benefit from efficient accident and medication procedures ensuring they receive appropriate treatment. This is achieved through records which detail any action taken and the care they received. Following administration of medication or a child being involved in an accident, most parents are asked to countersign the records. Parental consent has been obtained for use in the event of an emergency situation. Therefore, children's health is promoted.

Children receiving funded nursery education are developing confidence in their skills in manoeuvring their bodies. They have many opportunities to equipment which promotes their physical development such as climbing equipment and a trim trail. Children are encouraged to be active and use the space around them by taking part in a recent charity walk, enhancing a healthy lifestyle. Many children use the areas within their base rooms and outdoors imaginatively. For example, children pretend to be builders on the construction outdoors. This shows they are at ease and confident in their surroundings which supports them in developing their own ideas.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are able to move freely around the setting, which is clean and generally well maintained. The staff have a suitable awareness of potential risks to children. They have taken some precautions to make the physical environment safe and secure. For example, the system to monitor access to the premises is effective. Visitors are met on arrival and a written record of their presence is made. Also, children are well supervised at all times as the group regularly operate above the required adult to child ratios. However, not all potential hazards, once identified, have been consistently minimised. Although when the hazard was identified during the inspection this was dealt with immediately, the lack of monitoring potentially impacts on the children's overall safety.

Toys and resources are stored appropriately and are accessible allowing children to make choices. This develops their independence and enhances their skills in decision making. The kitchen is

made inaccessible to children and the outdoor area is maintained in a safe condition. This helps to protect the children from having accidents.

Children's welfare is satisfactorily safeguarded by staff who have suitable working knowledge of abuse and neglect. They are aware of some local referral procedures and their general responsibilities. There is a child protection policy in place which is easily accessed by parents and visitors. There is also a written procedure in relation to an allegation made against staff. However, not all staff are aware of its content and unsure what action they would take. Consequently, this impacts upon some staff's ability to take appropriate action.

Helping children achieve well and enjoy what they do

The provision is good.

Most children are very happy throughout their time in the setting. This is best demonstrated by the way they giggle during role play in the café and when sharing a joke over the lunch table. The atmosphere is relaxed and the children are comfortable with staff who are consistently involved in their care. They are building meaningful relationships with staff. For example, they listen and communicate with them about their personal experiences, such as a recent visit to big school and a trip to the seaside. Many children are also building strong relationships with their peers and clearly love spending time together.

The setting are using the 'Birth to three matters' framework well as a reference tool to provide a range of activities. Staff have good understanding of specific areas of learning and provide children with valuable learning experiences. For example, very young babies play with familiar objects in a tray of warm coloured water at floor level. In addition they make observations and assessments of the children's learning. As a result, young children are developing well.

Nursery Education.

The quality of teaching and learning is good. Most staff fully understand the Foundation Stage and how young children learn. This includes encouraging first hand experiences and allowing them to lead their learning by following their interests. However, some staff are less confident in implementing this. Three and four-year-olds access a broad range of experiences that relate to the six areas of learning which helps them to make considerable progress in their development. The activities the children access are resourced appropriately and reflected in the groups planning. More experienced staff consider how to extend learning for more and less able children. Therefore, children benefit from additional challenge. Children's achievements are monitored by staff who make observations and link them to the stepping stones. These are then used to inform children's individual assessment records and further targets are then identified.

Children are beginning to understand that print carries meaning and develop early writing skills. They have opportunities to write for a purpose, this is best evident in their attainment files which show examples of mark making and early writing skills. They regularly have access to writing implements in a variety of forms, for example, writing orders and menus in the café.

The children have opportunities to solve mathematical problems. They use addition and subtraction in activities by adding one or two more or taking away from a given number.

Children enthusiastically explore and investigate and show real interest in the activities available. They learn about cultures and beliefs and everyday experiences through role play and discussion

with their peers and adults. For example, children pretend to order food at the café and act out the role of a waiter and waitress.

Children are confident and secure and able to learn. This is because they have built warm affectionate relationships and are supported by consistent members of staff. Children show consideration for others and are learning to take turns. Most children separate happily from their parents are settled and secure in their surroundings.

Children overall are highly independent and the free-flow of interesting activities enables them to share responsibility for their learning. This is especially evident through the challenging opportunities in creative and physical development. They concentrate in tasks that stimulate them and demonstrate pride in their achievements. Children speak confidently and clearly in large and small groups, showing the ability to recall events. They display great curiosity and initiate conversations with other adults to find out who they are, what they are doing and eagerly invite them into their games.

Helping children make a positive contribution

The provision is outstanding.

Excellent settling in procedures ensure that individual needs and backgrounds are considered to help support children in the transition between home and nursery. Parents are extremely happy with the service, they say the staff are 'friendly', 'brilliant with the children' and 'supportive' of their families needs, but above all their children are 'more than happy to go to nursery and sad to leave'. They receive exceptionally clear, detailed information about the setting, its policies, procedures, activities and events their children are involved in. They also receive information about the school that is on the same site as the nursery. All of which they describe as 'invaluable', keeping them well informed.

Children's behaviour within the setting is excellent. Their spiritual, moral, social and cultural development are being fostered. They respond exceptionally well to staff who ensure behaviour management is consistent, fair and relates to individual children's understanding. Through heaps of encouragement children are learning how to be kind and help one another. They are immediately rewarded and affectionately praised when they show concern. This helps children to develop self esteem. All children have extensive opportunities to learn about themselves, each other and the world around them. For example, through a variety of well planned challenging activities, such as creating a dough portrait of themselves, using mirrors and lots of discussion with staff about their eyes and hair colour. There is a super range of resources available which positively represent the children who attend, as well as from the wider community. This increases their knowledge and understanding of the world around them.

Children with learning difficulties and/or disabilities benefit from the staff's enthusiasm, wealth of experience and caring attitude. For example, staff have initiated a number of highly innovative schemes to support all children's needs. As a result, this enables them to participate in the children's care and education at an appropriate level. Clear records are maintained of children's progress and the groups involvement with the children and their family. A high emphasis is placed upon building relationships. Staff are proactive and energetic in their approach to working with parents, carers and other agencies to support the children's needs. For example, they follow up phone calls to ensure a prompt response is made. Consequently, this ensures that the children receive specific tailored care.

Partnership with parents for children receiving funding for early education is outstanding.

The setting is innovative in the ways in which they present the breadth of partnership between parents and the setting. Staff consider parents as equal partners in their children's learning. This is promoted through formal parents progress meetings regularly keeping parents informed about their child's development. In these sessions are provided with detailed well written observations, spontaneous and planned along with photographic evidence of their child learning through play. The staff team work well with parents and carers to determine children's needs, personality and stage of development. They provide them with a wealth of information about the Foundation Stage and how children learn. This is achieved through informative displays, plans of activities and an informal parents evening where parents have opportunities to find out about the early years curriculum. Photographs, children's work and creations are plenty and identify specific areas of learning.

Organisation

The organisation is good.

Children mostly benefit from a environment that is well organised. This ensures they have access to appropriate learning opportunities inside and outdoors. Staff work together as a team and generally communicate well keeping one another informed about the children's individual care. For example, children's dietary needs are shared and discussed along with any observations made by staff which support changes in their development. Staff are deployed into areas effectively, this ensures the children are well supervised and makes them feel secure in their surroundings.

Recruitment and vetting procedures ensure that the staff have appropriate qualifications and experience to work with children. Staff training needs are regularly identified and staff are keen to enhance their professional development. At present over half of the staff team hold relevant early years qualifications, with others working towards these. This contributes to the high quality of the setting and provides the children with appropriate care.

The leadership and management of children in receipt of funding for early education is good. Leaders create an effective setting steered by aims, objectives and job descriptions. They are clear about their roles and responsibilities and often provide a 'hands on' approach alongside staff in the rooms. Management and staff evaluate the setting's practice to ensure that all children have access to valuable learning experiences that relate to the Foundation Stage and the early learning goals. Management of staff is generally competently addressed. Systems are implemented for staff and management to look at individuals strengths and weaknesses through the appraisal procedure. Overall, children's needs are met.

Improvements since the last inspection

At the last nursery education inspection the group were asked to encourage children to use the book corner independently and develop the range of resources in the writing area, also to ensure staff use daily routine and practical activities to help children develop and consolidate their understanding of number. This has been addressed; children are using the book corner independently and there are good resources to support the writing area and the use of number in their daily routine. As a result children are making good progress in their development. The setting were also asked to introduce ways that would enable parents to contribute to their child's on-going assessments, and ensure information gained from children's assessments is used to inform planning and guide teaching. The staff at this setting have developed ways to enable parents to contribute to on-going assessments through regular communication, looking at children's development on entry and progress meetings. Staff are using information relating

to children's assessment to appropriately inform planning. Therefore, children's learning has been enhanced.

At the last care inspection the group were asked to consider a number of recommendations to improve the quality of the care and learning offered to children. The deployment of staff is now well managed to cater for children's needs in advance. This ensures their needs are met as soon as possible. Many staff make regular planned and spontaneous observations that inform planning. Therefore, the activities provided present the children with appropriate challenge. The outdoor area is well used and resourced to support specific areas of learning. As a result, children access a breadth of play opportunities whilst outdoors. Hot water is available, therefore, children are provided with appropriate amenities to keep clean enhancing their overall hygiene. The premises are at present well maintained. As a result, the nursery is warm and welcoming to all. Almost all entries in the accident book since the last inspection have been consistently signed, all but one occasion, this was identified and discussed during feedback where the provider agreed to remind all staff of the importance of this. Consequently, most parents are kept informed. Current legislation is considered when writing statements. As a result, of the updated policies children are fully protected. Documentation has been devised and implemented to reflect all aspects of the service. This means that parents access information for the part of the provision they use. All information relating to the provision including child protection is shared with the parents at the onset of care. This ensures they are aware of all procedures.

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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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 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):

- increase staff's knowledge and understanding of the procedure to be followed in the event of an allegation made against them
- ensure that staff are vigilant at all times to minimise any potential hazards involving 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):

- develop the confidence of all staff in implementing the Foundation Stage.

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