

Rotunda Community College

Inspection report for early years provision

Unique Reference Number	322490
Inspection date	22 November 2007
Inspector	Frank William Kelly
Setting Address	Rotunda Centre, 109 Great Mersey Street, Liverpool, Merseyside, L5 2PL
Telephone number	0151 207 2176
E-mail	rotunda71@hotmail.com
Registered person	Liverpool Community College
Type of inspection	Integrated
Type of care	Sessional 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?

Rotunda Community College Crèche has been registered since 2001 and is operated by a charitable organisation. The provision is located within a single room within the community college building which is situated in the Everton area of Liverpool. The children are cared for in a self-contained playroom within the premises. A maximum of 10 children may attend at any one time.

There are currently 10 children aged from 13 months to four years on roll. Of these, one child receives nursery education. On the day of the inspection none of the children who receive nursery education were present.

Children come mainly from the local area. The service operates a variety of sessions during term time only. Times of sessions are flexible to link in with the courses being offered to adults. There is an enclosed outdoor play area.

The setting employs two staff who hold recognised childcare qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean and comfortable environment which promotes their health and welfare. The temperature is monitored effectively to ensure that it remains comfortable but well ventilated throughout the day. The staff follow the hygiene and food handling procedures in a consistent manner, for instance, they wear disposable clothing when changing the children and dispose of the soiled nappies following the recommended guidance. Policies and procedures regarding sick and infectious children are in place and shared with parents. This promotes the children's health and helps to prevent the further spread of infection. All medication administration and accident recording follows regulatory requirements.

Children learn the importance of good personal hygiene through their daily routines as staff encourage them to wash their hands before snack or after visiting the toilet. This is supported with access to ample supplies of liquid soap and hand towels. Some of the older children understand the need for the use of tissues. For example, one child tells a member of staff when another child has a runny nose.

Children enjoy good opportunities for regular physical play, both indoors and out. Lots of daily physical activity is encouraged which helps the children to develop a positive attitude to exercise and fresh air. Children play outside on a wide range of resources, including wheeled toys and climbing apparatus of varying degrees of difficulty and challenge. The older children confidently and eagerly climb up the larger activity stations, through the tunnels and 'whizz' down the slide. Children are beginning to show an understanding of spatial awareness and in the main successfully move with ease around their environment. They negotiate the space and others, safely and confidently.

Inside, the children enjoy a range of activities that promote their hand to eye coordination, such as using scissors, building with small or large construction materials and fitting together jigsaws. On a daily basis they have access to sand in which to dig, water with which to splash and pour and dough to stretch, pull, pinch and roll.

The secure information systems in place ensure children's particular dietary needs and preferences are considered and appropriately catered for. Children have access to water as bottles and cups are highly visible. Additional drinks are offered during snack times and following outdoor play. The setting is keen to promote a healthy and nutritious diet and provides the children with a range of tasty snacks. These include a selection of fruit, crumpets, sandwiches and toast. Staff actively encourage the children to try new tastes and less familiar fruits, such as Kiwis. They talk about the colours and attractive patterns that the seeds form and about how fruit is good for you.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

On approach, the drab door into the nursery provides little suggestion as to the exciting and stimulating environment that awaits the children. Staff have created an attractive child centred place for children to be in. Low level storage is bursting with resources, all at children's height, and comfortable furnishings and large cushions provide relaxing places for the children to sit and play. Children's sense of belonging is enhanced by the warm greetings from staff and the

pictures of themselves which are displayed throughout the room. Children's art and creative work is prominently displayed alongside a variety of posters and other pictures which contribute to the happy feel of the setting.

Staff take positive steps to promote safety within the setting. The equipment is of a good quality, very well maintained and regularly checked for safety. Access to the setting is rigorously monitored so that children cannot leave unnoticed or other users of the building are able to enter uninvited. Daily risk assessments are conducted by staff before the children arrive. However, on occasions staff do not always formally record that they have completed these checks.

Children learn about safety as they play because staff talk to them about being careful. For example, when one child seeks a toy from under the table the member of staff reminds them to take care as they might bump their head. Staff also use actions very well to help the younger children understand what they mean. For instance, when asking children not to walk around whilst they are still eating they make choking noises and pat their chest to demonstrate what they mean by choking. Fire safety procedures have been established and are practised on a regular basis. Signs clearly identify where the exits are, although, at present one of the exits is secured by a key. This does not comply with Fire Officer's recommendations, thus, presenting a hazard to the children's safety.

Children are further safeguarded as staff have a secure understanding of child protection. The named person for child protection has recently completed 'Safeguarding Children' training with the local integrated children's services. The policies and procedures in place are reflective of the Local Safeguarding Children Board recommendations and government guidance.

Helping children achieve well and enjoy what they do

The provision is good.

Staff use the 'Birth to three matters' framework to good effect when planning the play and learning opportunities provided for younger children. Information about the children from parents including their likes, fears and interests are sought before they start. Staff then use this information to help plan activities that link to the children's interests to engage them on arrival and help them settle.

Consequently, children are very happy and separate easily. They enter the nursery eagerly and go straight off to play. There is an emphasis on free play and children enjoy lots of opportunities to investigate and explore the toys and activities available. Staff support their learning very well through spontaneous discussion. For example, when one child announces 'it's a banana' the member of staff acknowledges what she has said and replies, 'Yes, it is a big yellow banana'. This remodelling of sentences extends the children's language and helps them to begin to understand the concepts of size. On another occasion whilst playing outside the children begin to tap the metal colanders with wooden beaters. The staff encourage them to sing songs, such as 'Incy Wincy Spider' and to try to tap in rhythm to the rhyme.

Children feel safe in their environment due to the development of warm, caring relationships with staff. The small numbers of children attending enables staff to spend lots of time with the children both as individuals and in small groups. The children are familiar with the daily routines and become very excited when it is time to go out to play or listen to a story. They rush over to their pegs to collect their coats without being prompted. Very young children run

to the book corner to choose their favourite book. Children enjoy being able to sit close to adults as they look at the books.

All children receive good levels of praise and encouragement from staff which successfully fosters their confidence and self-esteem. For example, one child begins to dance and sing his favourite song. Staff clap and talk to him about it being his favourite song. The child is very proud, at this acknowledgement, has a beaming smile and continues to sing and sway to his song as he moves around the room.

Nursery Education.

The quality of teaching and learning is good. Staff have a secure knowledge of the Curriculum guidance for the Foundation Stage and how children learn. Systems for evaluating the learning programme and children's progress are in place and these are being used successfully to help plan the next steps for the children's learning. Activities are varied and linked to themes, such as the seasons and cultural or festival celebrations. Staff successfully thread the themes into the six areas of learning and identify the key stepping stones they wish children to experience and achieve.

Staff subtly use daily routines to reinforce learning, such as counting how many children are getting ready for snack or how many slices of fruit there are. Children are confident and interested learners as they freely choose their own resources and where to play. They are purposefully engaged in a range of self-chosen play and learning activities. For example, they experiment with the paint and the rollers creating patterns on the paper and then on their hands. They are familiar with the location of favourite toys, for instance, the flying spacemen glove puppet which they retrieve from a storage box and proudly wave around for adults to see. They engage visitors and the other adults present into their role play as they delegate roles, such as 'the mummy', then directing what to do and narrating what is going to happen next.

Children enjoy looking at books with their friends whilst they relax in the book corner. The print rich environment enables children to understand that print carries meaning. Staff draw their attention to their names alongside their pictures on the displays. Older children use pencils and paper to write with in the role play or whilst outside. They store the pencil and paper in the storage space at the back of the sit and ride car. They are learning about shapes and patterns as they competently fit jigsaws together or make patterns with a range of art materials. Older children represent how old they are by holding up four fingers to show visitors their age.

Children demonstrate an understanding about the purpose of everyday technology. They talk on the telephone and put food into the microwave as they make 'tea' for the visitors. Others are too busy as 'they are getting ready for work' whilst styling their hair with the tongs. Children learn about caring for living things and life cycles as they plant flowers in the summer, bake with apples they have picked off the tree in the autumn, and make bird feeders to hang outside during the winter months.

Small world play is enjoyed on the table and floor and children's creativity is well fostered. They have good access to freely express themselves with paint and other mark making materials and enjoy many planned opportunities to experiment with a wide range of interesting collage and modelling materials.

Helping children make a positive contribution

The provision is good.

Children, parents and their extended families are warmly welcomed into the setting and information is sought to ensure that children are treated with equal concern. Staff promote children's self-esteem by ensuring that they know how to pronounce the children's names correctly. The setting demonstrates a positive attitude towards providing an inclusive environment. They work with parents and other agencies when required to ensure that children with learning difficulties or disabilities are dealt with through a multi-agency approach.

The good quality toys, books and other resources are reflective of the culture and ethnicity of the group and the wider community. This helps the children to make connections and comparisons and feel equally valued. Activities linked to celebrations, such as Chinese New Year, Christmas and Diwali are helping the children to learn about similarities and differences within their wider world.

Children's spiritual, moral, social and cultural development is fostered. Children learn about taking time to thank others for their generosity. For example, the setting received a grant from a radio network for new equipment. The staff encouraged the children to make a large 'thank-you' banner which they held whilst posing for photographs to send along with their thank you letter. Children's behaviour is very good; they are fully engaged and busy during their time at the setting. The staff have high expectations of how the children should interact with each other. Consequently, the children are learning to take turns and share equipment from a very young age. This is reinforced by the staff's pleasant and polite approach. For instance, when a child shares a roller when painting, staff praise the child by saying 'that is nice, that was a kind thing to do'. Any unwanted behaviour is consistently approached with staff giving explanations to help the children understand the consequences their actions may have. For example, when one of the children throws a toy, staff explain to him that he needs to be careful so as not to hurt the other children close by or that the toy might break.

Many aspects of the partnership with parents are very good. Information sharing systems are formal and informal. Staff are approachable and parents clearly enjoy hearing about what their children have been doing when they call to collect them. Written information, posters, photographs and newsletters provide parents with information about how the crèche operates and some of the things children are doing whilst at the setting.

The partnership with parents for those children receiving Nursery Education is satisfactory. This is because at present there is little information about the Foundation Stage and how the different activities link to the six areas of learning and the children's development.

Organisation

The organisation is satisfactory.

Staff rotas are organised to provide children's care by familiar adults. This and the efficient day to day organisation of the setting and consistent daily routines helps them to feel secure and confident within their surroundings. The setting has a sound system for recruitment and selection which ensures that all adults caring for the children have completed the required vetting procedures.

Staff meet regularly to discuss and plan the care for the children, thus, they are familiar with their roles and routines which benefits the children's care and well-being. Staff appraisal and

induction takes place by the manager. However, at present there is no formal management monitoring system operated by the committee to ensure that the policies and procedures in place are followed at all times.

The leadership and management of the nursery education programme is good. They have established clear systems for planning and evaluating children's progress. Advice and support from the local advisory teacher teams have been sought and suggestions implemented in practice. This includes the effective planning and evaluation systems, learning environment and opportunities for children to follow their own interests and make independent choices.

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

Improvements since the last inspection

At the last care inspection one recommendation was made regarding the way that accident and incident records were recorded. Since then the setting has taken action to protect the confidentiality for the children and their families by ensuring that all accident and incident records are recorded on separate pages.

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 complaint 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 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):

- ensure that fire safety measures comply with the Fire Safety Officer's recommendations; in this case, that fire doors are easily opened from the inside
- develop a management tracking system to ensure that daily documentation systems are consistently recorded on all occasions.

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 improve how information is shared with parents regarding how the activities that children participate in link to the six areas of learning.

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