

Alfreton Adult Community Education Centre Creche

Inspection report for early years provision

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Inspector	Jennifer Getty
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Registered person	Derbyshire County Council Adult Community Education Service
Type of inspection	Childcare
Type of care	Crèche

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?

Alfreton Adult Community Education Centre Crèche opened in 2006. It operates from classrooms seven and eight in the Adult Education Centre in the town of Alfreton, Derbyshire. There is no outdoor play area. The crèche serves the local area and surrounding villages. The setting is registered to care for 16 children at any one time and currently cares for 20 children between the ages of nine months and three years eleven months, all of whom attend on a part-time basis. The setting opens three days a week during school term only. The setting is currently open Monday and Wednesday 12.55 until 15.00 and Tuesday 09.25 until 12.00. The crèche employs three part-time staff who work with the children. Half of the staff hold appropriate early years qualifications. The setting receives support from Derbyshire local authority. The crèche is owned by the Local Education Authority, who delegate day to day responsibility to the representative of the registered person and staff on site.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is promoted well in the setting. They are encouraged to wash hands at appropriate times in the day, for example, after craft activities and before snack. Hygiene procedures are effective and there is a suitable nappy changing procedure which minimises the risk of cross-contamination for babies. Positive steps are taken to prevent the spread of infection, for example, there is a clear policy regarding children who are ill. Clear guidelines are in place for caring for children appropriately if they become ill or have an accident. There is always a member of staff present who holds a current first aid qualification and staff are clear about the procedures to follow when administering medication. Accidents are recorded and shared with parents, promoting children's welfare. Children's health is protected at all times because the setting obtains written parental permission for seeking emergency medical treatment.

Children are well nourished and receive a range of healthy snacks during the session. Young children develop their independence as they spread the paste on the sandwiches. They enjoy eating fruit, and drinks are available throughout the session. Staff are aware of children's dietary needs and important information regarding allergies is obtained when children start.

During the short sessions, children always have opportunities for physical exercise as they enjoy moving around the room on sit-on cars and bicycles. There are also tunnels, slides and rocking boats to provide different experiences and develop further physical skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The room is bright and airy, offering children a welcoming environment in which they can play. This helps them feel secure and comfortable. Their work is displayed on the available space on the wall and brightly coloured mats on the floor contribute to the well-presented activities. There is plenty of space for children to move around and a separate space for babies is created to ensure they are safe. Activities are prepared and laid out before children arrive, ensuring children are able to find something they enjoy as soon as they arrive. The activities are laid out on the mats and on tables, divided into areas such as small world, craft, imagination and construction. The wide range of toys and resources are suitable for the children's ages and stages in development. These are checked regularly to ensure they are safe for children to use. There are child-sized tables and chairs, as well as, high chairs and bouncy chairs for babies.

Daily visual safety checks of the premises are carried out by staff prior to children arriving and weekly checks are recorded. Children's safety is promoted because there are clear policies in place for lost and uncollected children and there is an emergency evacuation plan which is practised with children. The rooms are kept clean and hazards identified and minimised throughout the sessions. Children are further protected because staff have a good awareness of their role in child protection and are able to put appropriate procedures into practice when necessary.

Helping children achieve well and enjoy what they do

The provision is good.

Children enter the setting happily and immediately find an activity that interests them. They are settled and play well together. Activities are carefully planned around themes to provide a wide range of interesting activities that motivate children, giving them good support in their learning and enjoyment. Young children concentrate for long periods of time on their chosen activity. They paint the whole of the paper shapes, with good control of the brush. They choose their own colours and are able to name them, saying they are painting an 'orange cat'. Staff know children well and are able to adapt the planning to ensure that children are happy and settled, for example, children who do not attend the creche frequently are welcomed by staff who find their favourite toy.

Young children are learning to count and name colours. They are encouraged to talk about what they are doing as they play so they develop their language skills. Staff's excellent interaction with children helps them feel confident to express their own ideas, promoting their self-esteem and learning. They ask open-ended questions such as 'how?' and 'what do you think will happen?' Craft activities include painting, collage work, making clay lamps and experimenting with cornflour. Babies enjoy feeling the texture and pushing their hands around the cornflour mixture. Young children demonstrate good hand-eye coordination as they carefully put the train track together.

Helping children make a positive contribution

The provision is good.

Children are treated as individuals and their opinions and views respected. Relevant information about the children is gathered from the start of care to ensure their individual needs are met and that they are fully included in the setting. There is a settling-in policy which helps children make a gradual start in the setting supported by their parents and staff. The setting does not have children attending who have learning difficulties and/or disabilities, although there is a member of staff with responsibility in this area and has attended appropriate training to ensure children's needs are met. There are various activities and resources which show positive images of culture, gender and disability, helping children respect each other's differences.

Children are well behaved and understand the setting's consistent rules and boundaries. They listen to staff and respond well to gentle reminders not to drive the sit-on car into play areas. They receive lots of praise and are learning to share and take turns. Appropriate strategies such as distraction, discussion and explanation are used to help children learn how to manage their behaviour. Children play happily together and young children are content playing alongside each other. However, the policy for managing behaviour does not contain information about the setting's response to bullying which does not fully support children's welfare as parents are not kept informed of how an incident will be managed.

The positive partnership with parents effectively supports children's welfare, ensuring they receive consistency of care. Parents are informed about children's care through an introductory leaflet and wall displays. They have easy access to the setting's policies and procedures and are able to view the activity plans. Important information is exchanged between staff and parents at each session ensuring their needs are met at all times.

Organisation

The organisation is good.

Children are cared for by adults who are vetted, promoting their safety. Staff attend regular training which effectively promotes all outcomes for children. There are appropriate recruitment and induction procedures which ensure that staff are suitable for the role and that they are aware of the setting's policies and procedures. A record of children's exact times of arrival and departure is kept and the staff:child ratios are maintained at all times. Policies and procedures are effectively organised to ensure that children are safe and healthy.

Time and space is well organised to meet the needs of the children's various ages and stages in development. Staff meet to discuss the planning and arrangements for the sessions, supporting children's learning and development. Activities are carefully planned to promote children's enjoyment. Time is managed so that children have a range of experiences and include snack and story time. There is a quiet and comfortable book area where children can enjoy choosing and reading books. Staff are deployed well and their time is spent engaging with children during play. Overall 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:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

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):

- develop the behaviour management policy to include bullying.

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