

# Salvation Army

Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY313501  |
| <b>Inspection date</b>         | 20 May 2008   |
| <b>Inspector</b>               | Hayley Lapworth                                     |
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| <b>Registered person</b>       | Children & Family Education Service                 |
| <b>Type of inspection</b>      | Childcare   |
| <b>Type of care</b>            | 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](http://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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

Salvation Army Centre Crèche opened in 2006 and provides crèche facilities for adults who are taking part in activities within the centre. It operates on Tuesday and Thursday afternoon from 12:30 until 15:00 and a Wednesday morning from 09:30 until 11:30.

There are currently 15 children aged from six weeks to five years on roll. Children come from all areas of the city. The crèche employs six permanent members of staff and there are cover staff who are available to work as required. All permanent staff hold appropriate early years qualifications.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is satisfactory.

Children are cared for in a clean, well-maintained environment where they learn suitable practices with regard to hygiene routines and personal care. Staff keep the areas clean and regularly tidy up during the session. Children are encouraged to wash their hands at appropriate times, for

example, prior to snack and after using the bathroom. Nappy changing routines are appropriate and children's comfort is considered.

Children are well cared for at times of minor accidents as all staff hold valid first aid certificates. The first aid box is appropriately located for easy access and the stock is monitored to ensure no out of date items are used. As a result, children's health needs are promoted. Clear health records are completed and children's specific medical needs are known by staff following discussion with parents. A written policy is in place that the setting shares with parents informing them of illnesses that will mean their child should not attend. Medication is only given to children by their parents who are called into the crèche room if it is required.

Children enjoy a variety of healthy snacks consisting of fresh fruit and yoghurts. Drinks are provided by the parents and individual dietary preferences are known and respected by staff. However, the setting does not provide access to fresh drinking water throughout the session. As a result, children cannot meet their own bodily needs if they are thirsty.

Children benefit from some experiences that encourage their physical development. For example, crawling through a tunnel, climbing up a slide and chasing balloons.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in a safe and secure environment. Staff have identified potential risks indoors and taken some steps to minimise these. For example, the security system for gaining access to the areas used by children is tight. All visitors to the centre are met by reception staff and cannot leave this area unless invited to do so by a member of the staff. In addition, children are unable to leave the setting unaccompanied and they are only given into the care of a known adult. All of which, enhance the safety and welfare of the children whilst attending the crèche.

Children are beginning to learn about their own safety whilst in the crèche. This is best demonstrated by the way they are reminded by staff of how to keep safe during their play. For example, staff remind them how to sit properly on a chair and not to run indoors. There is a fire drill in place which is displayed, however, at times the bookcase hides this procedure. Consequently, the safety of visitors and parents is not always effectively promoted.

Children's welfare is safeguarded from the risk of harm or abuse through staff's satisfactory understanding of their roles and responsibilities with regard to protecting children in their care. They demonstrated suitable knowledge of local referral procedures and the Safeguarding Children Board policy is in place within the setting.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Some children have fun and are happy in this setting, others are less settled. Some children only attend occasionally and find it difficult to settle and they are unfamiliar with the staff and the surroundings. Staff make suitable arrangements to try to settle children and comfort them when they are upset. Therefore, their emotional needs are being met.

Staff have a some understanding of the 'Birth to three matters' framework and take some steps to get to know the children and their families. For example, staff request information from children's parents about their child on entry to care. For example, they find out about what

children enjoy doing and their home language. This enables all families to feel valued. The staff plan play activities for the children to ensure they access a variety of play. On the day of the inspection they were making pizzas on paper plates, using glue and pasting pre-cut shapes of cheese, tomatoes and mushrooms onto the plates. For some children this activity met their individual stage of development, however, for older further developed children this activity restricted their learning. This is because they did not have opportunities to create their own ideas of what a pizza looks like and what ingredients it has on it and had no access to tools such as scissors. In addition some resources in some areas were low, for example one paper plate each to make a picture of a pizza.

Other resources were interesting and appropriate for the varying ages and abilities of the children who attend. These include an good range of baby and toddler toys, multilingual books with large and small print and resources such as play figures depicting positive images of race, culture and disability.

### **Helping children make a positive contribution**

The provision is good.

Staff have a generally good understanding of children's individual needs and preferences as they are discussed in detail with parents. Children are involved in the celebration of festivals during the year, such as divali. They access a very good variety of resources that reflect positive images of race, culture, gender and disability and staff are positive in their approach to diversity and the wider world. Consequently, children are developing a good understanding of the world we live in. The staff have some experience of caring for children with learning difficulties and/or disabilities. Special requirements and information are discussed at the onset of care and consistent communication is encouraged. Therefore, children are provided with specific tailored care to meet their individual needs.

Parents and their children benefit from the clear communication that takes place daily, which begins with a settling in visit. The parents knowledge and understanding of their children's stage of development is valued and they are encouraged to share any changes or progress. They are invited to fill in a questionnaire titled 'tell me about your child'. Parents' share with the inspector that they are generally happy with the care their children receive, that staff are very supportive towards their children's and families' needs. Parents commented on issues they have had in the past, that have been dealt with effectively by the staff.

Children are generally well behaved and staff have a clear and consistent approach towards the handling of children's behaviour. Staff are very repetitive in their approach and give simple instructions to the children based on their level of understanding. This is because many children who attend the group have English as a second language. As a result, children are in the early stages of learning right from wrong. Children receive praise from the staff when they help tidy up or share their knowledge. For example, naming shapes by referring to the cheese on the pizzas as a triangle. As a result, children feel valued, proud and grow in self-esteem.

The centre and crèche room is adequately welcoming to visitors, parents and children. The room used by the children is maintained in good condition. Some information is displayed for parents. However, the walls are very big and very little children's work is displayed. Consequently, some may find this uninviting.

## **Organisation**

The organisation is good.

Space within the setting is plentiful and well organised to allow children free access to a suitable range of activities and resources. All staff hold a recognised qualification and access ongoing training to enhance and develop their skills. Therefore, this enhances the quality of the care provided to the children.

Staff to child ratios are maintained above the minimum requirement and the children's safety and welfare is addressed. There is a registration system in place which clearly shows staff, children and visitors present at all times.

Parents benefit from a clearly written prospectus that includes all relevant policies and procedures. All required documentation is in place, this is generally well organised and stored to ensure confidentiality is maintained. Overall, the needs of the children are met.

## **Improvements since the last inspection**

Not applicable.

## **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**

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.

## **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):

- make sure that drinking water is easily accessible to children at all times
- ensure the emergency evacuation procedure is prominently displayed at all times
- provide the children with creative opportunities that enhance their development, relate to their individual stages of learning and increase resources in some areas, such as art and craft.
- consider ways to make the areas used by children more welcoming

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](http://www.ofsted.gov.uk)