

# Woolpit ARC

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY359649
<b>Inspection date</b>	25 June 2008
<b>Inspector</b>	Deborah Kerry
<b>Setting Address</b>	Woolpit Childcare Centre Ltd, Woolpit CP School Heath Road, Woolpit Bury, St Edmunds Suffolk, IP30 9RU
<b>Telephone number</b>	0777 278 7842
<b>E-mail</b>	
<b>Registered person</b>	Woolpit Childcare Centre Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Woolpit ARC is committee owned and run by Woolpit Childcare Centre Ltd Committee. It opened in 2007 and operates from a newly built premises. It is situated in the village of Woolpit in the grounds of the primary school. A maximum of 26 children may attend at any one time. The nursery is open from 08:00 to 18:00. The group provides care for children attending the primary school each morning and every afternoon 08:00 to 09:00 and 15:15 to 18:00. Pre-school sessions are every morning from 09:00 to 11:30; children are free to stay for the lunch club which is 11:30 to 12:45. The afternoon sessions are from 12:45 to 15:15 every afternoon apart from Thursday. All children share a secure, enclosed outdoor play area.

There are currently 70 children from two to 13 years on roll. Of these, 40 children receive funding for early education. The holiday club is open to all children from the surrounding area.

The nursery employs nine staff. Eight of the staff, including the manager hold appropriate early years qualifications. One member of staff is working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children have free access to the outside play area throughout the day which helps to promote their physical development well. Regular use of the school playground also ensures that children are able to run and play ball games to exercise their bodies which helps to strengthen their muscles. Children who need to rest or sleep are able to do so according to their own needs, space is made in the book corner so they are undisturbed.

Children's health is effectively promoted as all relevant documentation is in place to ensure that any health or medical needs are appropriately met. The staff follow good hygiene procedures when preparing snacks and healthy routines to ensure children benefit from a clean environment. For example, staff spray and wipe tables before children eat and ensure that they wash their hands before handling any food. Children are developing good independence skills as they pour their own drinks and help themselves to food to meet their own needs at snack time. Children are developing an awareness of foods that promote their health through regular discussions. The snack bar is on a rolling plan which enables children to eat when they are hungry and to meet their own needs, further promoting their independence. There is a fully stocked first aid kit available, however there are only currently two members of staff that hold current first aid certificates which could pose a risk children health and safety if either one is not on duty.

Children are provided with a wide variety of healthy foods at snack time. For example, they have carrots, cheese, pears and crackers which provide them with a balanced diet. Staff remove and label foods that require refrigeration from children's lunch boxes on arrival which ensures that they are stored at the correct temperature effectively promoting children's health. There are regular discussions around health and hygiene which help to promote children's understanding on staying healthy.

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

The provision is good.

Children's safety is a high priority as the high external fencing and lock ensure that access to the premises is vigorously controlled by staff. The group have a purpose built building designed to their own specifications which promotes a free-flow learning environment which benefits all children attending. Children's independence is promoted as they are able to choose resources and activities which are laid out on low-level shelving throughout the setting. The safety and hygiene of the premises is monitored closely and cleaning is done each night at the end of the session.

All necessary safety equipment is in place to ensure that there are no hazards accessible to children. Staff undertake regular checks on all resources and equipment to ensure that they are safe for children to use. Annual risk assessments ensure that the premises and equipment are well maintained to promote children's safety. Regular fire drills are practised which ensures that staff and children are fully aware of the procedures to maintain their safety. Children are able to move confidently and safely around their environment and staff give gentle reminders to use their 'walking feet' so they don't trip.

Clear, effective written procedures are in place for staff to follow if they have concerns about the welfare of a child. Referral procedures are in line with the local safeguarding children board and are displayed which ensures that children's welfare is a high priority. All staff are fully aware of the steps they would need to take if they had concerns about a child, which ensures that their welfare is a high priority.

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

The provision is good.

Children are provided with a range of resources and activities which are tailored to their interests and stages of development. Children are able to choose what they want to play with, work at their own pace and on activities they enjoy. Staff have a good understanding on the 'Birth to three matters' framework and observe children's progress which is recorded around the four aspects within the framework. Children attending the after school sessions are free to initiate their own play ideas around their own interests. There are additional resources and activities specifically suited to their ages and abilities. The purchase of a new interactive computer game has created great interest and the children are all eager to have a turn.

Nursery Education.

The quality of teaching and learning is good. At the beginning of the session staff explain to children what activities are available. They remind children to take turns when talking and listening to others which helps promote positive behaviour. Staff get down to children's level, they ask questions and spend time listening to what the children have to say. There is a high staff to child ratio which ensures that children are fully supported at all times. Planning shows that all the areas of learning are covered and they are clearly linked to children's individual interests and needs. Planning is also linked to the stepping stones and tailored to ensure that children involved are able to move on in their learning and development. Plans show activities for the continued provision for children's learning which enables them to revisit activities in their own time. Staff undertake regular observations on all children to gauge what their interests are, this is then used to plan activities around their specific interests. Once activities are completed staff evaluate children's progress and development on an individual basis. However, these evaluations do not always show if the intended outcome was achieved or include area for children's continued progress. Children's records show what they have achieved and how they are progressing towards the early learning goals. Staff also record how they will extend children's learning to ensure they make good progress.

Children are learning to share resources, show respect for each other and help with tidying up. They have developed good relationships with staff and other children and are able to stand up and talk in front of the group which helps to promote their self-esteem. Children have a good understanding of self-care and are able to see to their own personal care needs. The group have regular visits to the school which helps children to settle and become familiar with their new environment ready for when they start.

Children are confident communicators and chat freely about the activities they are doing. They are able to read their names and some can write their names on their work. Children are able to recognise the sound of the letters in their name, they enjoy listening to stories and looking at books. Children have many opportunities to make marks and practise their handwriting skills, as resources are readily available both inside and outside of the setting. Children are able to count independently to 18 and can count from one to five then back from five to one. Staff support children's calculating skills by asking them how many more chairs are needed to match

the place mats on the table. Children paint different shapes in their pictures, check the size of objects using tape measures and weigh play dough using scales to see if they are the same weight.

Children thoroughly enjoy watching the volcano they have made erupt by mixing baking soda and vinegar together with red food colouring to represent lava. Children plant seeds, build a track for the train and an obstacle course outside as they "hunt for crocodiles". Children are developing excellent keyboard and mouse skills through regular use of the setting's computer. Children collect leaves when on a nature walk and make maps of where they live. Children taste a variety of different foods from other cultures as they learn about their beliefs. For example, they make potato latkes for Hanukkah and taste noodles using chopsticks during Chinese New Year.

Children are provided with a range of activities to promote their physical growth both inside and outside of the setting. For example, they use a large parachute, create an obstacle course and dance to music. Through discussions on what foods are good for them children are developing an understanding of healthy eating. They have free access to a range of large and small equipment to promote their physical development. They are able to climb and jump and use brushes, scissors and tools for cooking and play dough. Children are provided with free access to a wide variety of art and craft materials. For example, they model with clay and play dough, and enjoy experimenting to create different colours when mixing paints together. Children join in with action rhymes and songs, they create different sounds using musical instruments and when acting out their play they sing into microphones. Children's imagination is fostered as they dress up and act out scenarios on the stage they have built.

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

The provision is good.

When children start, parents complete an 'all about me' booklet which states what children are able to do, their likes and interests, which enables staff to plan round their individual needs. There is a range of resources and activities provided for children to help develop their understanding of the wider world. Children are free to initiate their own activities and make choices about what they do which helps to promote their independence well. Children with additional needs are fully supported by staff, who have attended additional specialised training to ensure that practice is tailored to their individual level of development. Staff plan a range of activities which are all suited to children's individual interests and needs to enable them to make progress in their development. Children's spiritual, moral, social and cultural development is fostered.

Staff are good role models for children and promote good manners. Children are becoming fully aware of the group's rules. For example, when staff make a noise with the shaker, children know that they must stop what they are doing and listen. Children are free to initiate their own activities and are learning to share and take turns with resources. The policies and procedures of the setting are freely available to parents which helps to keep them fully informed about the group's practices. This includes the complaints policy should parents have any concerns about the care their child receives.

The partnership with parents and carers is good.

Parents are invited to come in and help at a session and are free to stay to give reassurance to their child when they start. Parents are invited to join the committee and help with fundraising

to support their children's learning. When children start parents are given a welcome pack giving clear information about the curriculum for their child's early education and the six areas of learning. The setting has regular open days for parents to come in and see their children's work and the range of activities they participate in. The group have an 'open door' policy to enable parents to come in and talk to their child's key person, about their progress and development. The parents' notice board has an area called 'the wow board' for parents to write about their children's achievements at home and share their progress with the staff. Children take turns with 'take home Ted' where their parents write a diary on the activities they have done with 'teddy' to share with the rest of the group. Parents receive regular written feedback on what their child's interests are and their achievements which helps to keep them fully informed about their child's learning.

## **Organisation**

The organisation is good.

Children's safety and welfare is promoted as all staff have undergone checks on their suitability to work with children. Staff have a comprehensive induction which ensures that they have a good understanding of the setting's policies and procedures. The operational plan is part of the setting's continued development and is regularly updated as changes are implemented which shows that their practice is part of their continued development.

Staff are fully supported in their training and development which helps to develop their knowledge and benefits children. Staff are confident and enthusiastic and tailor their day to meeting children's needs and promoting their learning and development. There are consistently high adult to child ratios at each session which enables staff to fully support children in their development. Resources and equipment are organised to promote children's free-flow learning and development as they are freely accessible to all children.

Leadership and Management is good. The setting has clear written aims for children's learning and development. The staff have time every week to write up any observations they have done, record children's progress and plan for the next step to promote their continued progress and development. All staff input ideas for activities and resources for the planning which is based on children's individual learning requirements and ensures they are making excellent progress. Staff are fully supported with funding for training which ensures that their knowledge is regularly up-dated. The staff work well as a team and are enthusiastic in providing an environment which fully supports children's learning and development. 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 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):

- review the training plan to ensure that there is a staff member with a current first aid certificate on duty at all times

#### **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):

- extend the evaluation of activities to show if the intended learning was achieved and any areas identified to promote children's continued progress.

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)