

Swishers flc

Inspection report for early years provision

Unique reference number

143558

Inspection date

01/12/2008

Inspector

Gill Wallace

Setting address

St Wilfrid's Church Hall, Ewart Road, Buckland,
Portsmouth, Hampshire, PO1 5RH

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Type of setting

Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Swishers flc is situated in the Buckland area of Portsmouth. It is a committee run group and a qualified manager is employed to run the day-to-day organisation of the provision. The group is based within St Wilfrid's Church Hall. Children have use of two large halls, one on the ground floor and the other situated on the first floor of the building, accessed by stairs only.

The group is registered to provide care for a maximum of 36 children from two years to under eight years at any one time. There are currently 84 children on roll. The group is in receipt of nursery education funding. The group support children with learning difficulties and/or disabilities and those for whom English is an additional language. The provision operates wrap around care for children, which includes a pre-school facility, breakfast and after school care and a holiday play scheme. Children attend for a variety of sessions. In addition, the setting operates a 'Two by Two' group for younger children two afternoons a week.

There are nine members of staff, in addition to the manager, who work directly with the children, six of whom are qualified. The remaining three staff are currently working towards a recognised early years qualification. The setting is registered on the Early Years Register and both parts of the Childcare Register.

Overall effectiveness of the early years provision

Children's needs are well met and their individuality recognised and valued. A key strength of the setting is the exceptional working relationships established with parents and others promoting a shared understanding of children's individual needs. Practitioners know children extremely well planning a tailored curriculum, which ensures effective support and sufficient challenge are provided. A strong leadership and management team places high importance on continual evaluation across the setting. Consequently, strengths are recognised and areas for improvement identified and prioritised on an ongoing basis continuing to promote successful outcomes for those who access the provision.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- extend opportunities for children to explore, practise and build up ideas, concepts, skills and problem solve through child initiated activities

The leadership and management of the early years provision

Secure monitoring procedures implemented by the management team and practitioners ensure improvements that are made to the setting are evaluated effectively to promote and support inclusive practice. Management recognise the

strengths within the group, including the strong links with the local community and the well established working relationships with parents. Secure registration and settling in procedures ensure effective sharing of information in relation to children's family and home circumstances, individual needs, routines and abilities. Consequently, children's starting points are accurately identified in order for practitioners to help plan next steps in their learning. Practitioners use information gained from parents to assist with planning, ensuring children's home language, culture and family circumstances are promoted within the setting. Parents are invited to come in to share their experiences, skills and cultures with children, increasing their understanding of diversity and the wider world. They receive extremely comprehensive information about the group and children's ongoing progress and achievements. Examples include information outlined in the prospectus, weekly newsletters, regular parent consultation meetings and written reports. Parents are exceptionally well encouraged to be actively involved in their child's learning. Parent and toddler groups, a variety of workshops and weekly music sessions help parents to support and extend their child's learning and understand how activities contribute to developing specific skills. Strong links are developed between practitioners and other providers involved in the care of children attending the setting. Discussions and the sharing of information takes place in a variety of ways, ensuring that appropriate support is identified at an early stage. Consequently, children benefit from continuity and progression for learning and care.

Arrangements for safeguarding children are robust and regularly reviewed to ensure children are well protected and cared for by suitably qualified and experienced practitioners. This includes secure systems to recruit, appoint and induct staff and monitor ongoing performance and development. Training is actively supported by management, for example through the implementation of regular professional days in addition to individual training programmes. Practitioners benefit from a strong leadership team, where the manager acts as a positive role model influencing practice on a daily basis.

The quality and standards of the early years provision

Children's care and learning is enhanced because practitioners have a good knowledge of the curriculum and work well as a team to promote successful outcomes. Clear defined roles and responsibilities, an established routine and the effective implementation of the key person system helps children to settle, become confident learners and make good progress in their individual learning. Children's language skills develop well benefiting from good opportunities to contribute to discussions and make suggestions. They develop good reading and writing skills and use a range of information technology, which help develop skills for the future. Children's behaviour is very good and they know what is expected of them. Consistent boundaries are reinforced through discussion and visual aids. Children talk confidently about how to keep safe walking down the stairs and help to tidy up demonstrating an awareness of safety issues and showing a strong sense of belonging within the setting. The implementation of effective risk assessments and health and hygiene policies help to ensure a safe, secure environment. Children begin to understand the benefits of a healthy lifestyle making choices from healthy

snacks and participating in well organised physical activities, including regular yoga sessions and daily 'brain gym.'

Children participate in well planned large and small group activities, which are well organised with clear learning intentions. Secure planning ensures all aspects of the curriculum are included and activities are pitched at the appropriate level. A new assessment system, which effectively monitors children's ongoing progress towards the early learning goals and identifies next steps for their individual learning is being introduced. Practitioners effectively question children making particular good use of planned activities, group discussions and routines. Children enjoy opportunities to investigate change, cooking and exploring different media. Visits to the cemetery and library enable children to explore their local surroundings, investigate and compare leaves, buildings and the environment around them and visit their 'adopted tree'. Children develop a strong sense of belonging and responsibility forging strong links with the church and the local community and learning to look after the environment. They make hanging baskets, participate in sponsored charity events and take care of their individual key group 'fantastic learning corner' within the church grounds. Children become aware of diversity through themed activities and discussions and the celebration of different events, cultures and festivals. Individual home language and culture is promoted within the setting and this is continuing to be developed.

Children are happy and confident in the routine. They have some opportunities to initiate their own activities using individual planners. However, much of the routine is adult led and opportunities for children to make choices about where they play are limited. Children's ability to fully extend their imagined ideas, develop their skills and problem solve are not always fully promoted through free play.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.