

Octopus Children's Daycare

Inspection report for early years provision

Unique reference number EY374124
Inspection date 17/03/2009
Inspector Timothy Butcher

Setting address Burnham-on-Sea Community Infant School, Winchester
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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

Octopus Children's Daycare was registered in 2008. The provision operates from rooms within a purpose built children's centre within the grounds of Burnham-on-Sea Infant School, Somerset. There is an enclosed area for outside play. The group serves the local community and surrounding geographical areas. The childcare opens from 08.00 to 17.30 each weekday for 48 weeks of the year. Children attend from the age of three and a maximum of 30 children from the early years age group may attend at any one time. There are currently 64 children on roll. The provision is also registered on the compulsory and voluntary parts of the Childcare Register. No children currently attend from this age group. The pre-school employs 10 members of staff who work directly with the children and all these staff hold appropriate early years qualifications. The setting supports children with learning difficulties and/or disabilities. There is level access to the premises.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children strongly benefit from the warm interactions with the staff and have their individual needs closely met. Key workers have a good understanding of each child's background and interests. Children make good progress in their learning and development, however, the planning of children's next steps in development is not linked strongly enough to the wider planning process.

Effective links with parents and others ensures that information is usefully shared. Children and families benefit from the strong commitment to inclusion. The uniqueness of each child is clearly recognised. There is a clear commitment to continuous improvement as demonstrated through the process of self-evaluation.

What steps need to be taken to improve provision further?

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

- analyse observation and assessment to more closely identify learning priorities for each child and link this more strongly into the planning process
- develop evaluation of the provision further so that plans are more closely targeted to bring about future improvement to the provision and to outcomes for children

The leadership and management of the early years provision

Comprehensive policies, procedures and other documentation are well maintained and strongly support the smooth running of the provision and inclusive practices. There are no breaches of specific requirements. A robust system is in place to check the suitability of staff and as a result children are safeguarded. A well qualified staff team work enthusiastically with the children and are focussed on

providing high quality care and education. Although the self-evaluation process does not always lead to an action plan with clear priorities, the setting has improved outcomes for children. For example, the training in Somerset Total Communication offered to staff has resulted in some excellent use of symbol cards and labelling so that all children are supported in their communication.

Partnerships with parents and carers are well established. Care arrangements are fully discussed and agreed and an initial home visit is offered. Effective communication, along with other processes such as news book, newsletter and parent's access to the Pathway profile, ensure that there is a good two-way exchange of information and includes the progress a child makes.

Admissions procedures, policies and procedures reflect the setting's strong approach to inclusion. Children are treated as individuals and their choices respected. All children are fully included in the everyday life of the provision because staff have a clear understanding individual needs and thought has gone in to making the environment accessible to all children.

The quality and standards of the early years provision

Children relish their time at the setting. An effective key worker system ensures that children make good progress in their development and learning in relation to their starting points. All staff contribute to the welcoming and often vibrant learning environment. Free-flow activities both inside and outside enable children to exercise choice. A good balance between child-initiated and adult-led activities is achieved. Children engage enthusiastically in a wide range of activities that are carefully planned, well resourced and thoughtfully presented to be accessible. They are helped to feel secure and to develop positive attitudes to learning. Children thoroughly enjoy using rollers and brushes to paint a shed with water. They make large arm movements to cover big areas with water and concentrate well to fill in awkward corners. They share resources cooperatively and explore capacity as they fill water jugs to replenish the trays they are using. They learn about the natural world as they grow plants from seed. They understand and are able to explain that seeds need soil and water to grow and that putting them in a green house helps them grow. They explore capacity and measure as they fill the seed trays, fetch water in containers and firm the soil.

Children have their health and safety strongly promoted because the environment is maintained to a high standard of hygiene and safety. For example, a comprehensive assessment of potential hazards to children has been carried out and suitable safety measures are in place to reduce risks to them. Access to the premises is closely monitored and the outside area is secure. Children learn about keeping themselves and each other safe. For example, children are asked to be aware of others when they line up on the balance beam so that there are no collisions. Staff have a sound understanding of their safeguarding responsibilities and would take appropriate action should they have a concern. Children learn about healthy eating and gain in self-care skills. A canteen approach to snack times enables them to choose when they eat. They routinely choose from healthy options such as sliced fruit items and cheese. Food items are labelled to aid

independent access. Staff are on hand to suitably support them to follow good hygiene procedures as they are encouraged to wash their own dishes and cutlery. Children are well behaved and considerate towards each other, such as when sharing play dough, tools and resources. They respond well to the frequent praise and encouragement of staff and are provided with good role models.

Staff have a good knowledge and understanding of the Early Years Foundation Stage and confidently support children's development across each area of learning. Some of the processes are new and are being developed. Accurate observations are routinely made for each child and these contribute to the Pathway profile and to the overall assessment process. However, this information is not always used purposefully as it is not strongly linked to the wider planning process. As a result children's learning has yet to be maximised.

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?	2
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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 registration.

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.