

# Wakoos Centre4Children

Inspection report for early years provision

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**Unique reference number**

EY367299

**Inspection date**

04/11/2008

**Inspector**

Christine Clint

**Setting address**

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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**

Wakoos Centre4children opened in Billingshurst, West Sussex in 2008. The setting transferred from the grounds of the Weald School where it had operated since 1988 and has now relocated to a purpose built premises close to the community and nearby junior and senior schools. A maximum of 80 children may attend the centre at any one time. The children's centre is open each weekday from 07:45 to 18:00 for 51 weeks. All children have access to a secure enclosed outdoor play area.

The setting offers a breakfast club and after school care for children, as well as full time holiday care. Younger children in the early years can attend full day and sessional care. The centre employs 20 members of staff; almost all staff hold appropriate early years qualifications and some staff are working towards increasing their qualification. The centre supports children with learning difficulties or disabilities and those who speak English as an additional language. There are 96 children on roll, of these, 68 children are in the early years age group and 24 children have funded educational places. At the time of the inspection 48 children were present. The centre is registered on the Early Years Register and the compulsory and voluntary Childcare Registers.

## **Overall effectiveness of the early years provision**

Children's care needs are very competently organised and there is a high level of priority across all areas of the setting to maintaining safety, health and hygiene. Staff show a consistent knowledge of individual children's needs in all sections of the centre. Children are settled and happy; their capabilities and emotional development are thoroughly recognised and used to gauge their movement through the nursery rooms. Management and staff are implementing a sound key person system to promote the links with parents and other carers. There is a strong understanding of the regulatory requirements and of introducing new practices to raise the quality of care and learning.

## **What steps need to be taken to improve provision further?**

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

- continue to increase staff knowledge and understanding of the Early Years Foundation Stage to enable them to encourage and engage children in purposeful play across all sections of the provision

## **The leadership and management of the early years provision**

There is strong evidence to show how the leadership and management of the setting have proactively linked with the wider community in planning and designing the new centre. This includes large and small innovative additions and cleverly

designed furniture and fittings, to ensure that children are safeguarded. Many areas of risk have been identified and clearly recorded to protect children during the transfer to the new premises and regular reviews of the provision are planned and often highlighted at staff and committee meetings. Staff are very aware of acting spontaneously and altering routines to maintain safety; for example sharing the use of the main outdoor area until all age groups have their own outdoor play. Also accommodating the needs of the school age children during before and after school care. All regulatory procedures for managing the provision are fully established and consistently followed and this includes a full range of policies and procedures.

A formal self evaluation is not fully available for the whole setting, but many areas of the provision have been assessed and new practices are planned with identified targets. For example, the centre has employed a qualified teacher/mentor to support and assist staff in developing their skills to meet the early years regulations for learning, and to monitor their daily practice. Staff are in the process of preparing individual written plans for all children's learning and development and these are enabling key person staff to understand about assessing children and planning the next steps for each child. Although, some staff have less understanding of encouraging or extending child led play to include purposeful play, especially with the babies and younger children attending.

The centre provides a good level of written information for parents and encourages parents into the setting. There are well organised procedures for recording details about children and their families and especially any individual health needs; all permission from parents is clearly in place. The centre has carried out a recent questionnaire to encourage and include parents' views. There is an interactive notice board which explains the plans for additions to the outside play area and parents have already listed their ideas for what the garden could include. Links with parents about children's development and learning are being encouraged and the key person system is in place to promote this.

## **The quality and standards of the early years provision**

Older children can freely choose to play indoors or outside during the session, they ride on wheeled toys and follow the curved route in the play area, or they use chalks to make marks on the outside surface. They fully enjoy physical movement and show enthusiasm for being outside. Children join together as a group at times for stories and action songs, with marching and movements to match the music. Children learn to self register and choose symbols to show whether they feel happy or sad, this provides staff with good opportunities to talk to children about their feelings. Children can independently select activities because they are very suitably organised and accessible. They become involved and show enthusiasm when staff spontaneously make a train from the large construction squares that join together; children sit inside and talk about where they are going. Children also enjoy manipulating the play dough, they use cutters to make shapes and share their dough with each other. Older children who attend the after school club are keen to interact at the dough table, they also have a cooking session and learn to weigh items. Older children talk readily about seasonal interests and staff encourage a

discussion about taking care when there are fireworks and how to manage safely if they hold a 'sparkler'. Babies and toddlers have freedom to develop their physical skills, they crawl, toddle and shuffle, they manoeuvre items and can reach low resources. They have their own low baskets to enable them to make decisions about sleeping during the day and their feeding routines are individually managed. Smaller children can often see, hear and mix with the older children at times.

Children's safety and security is strongly prioritised through the design of the setting. It is also reflected in the highly organised procedures for staff clearance and maintaining staff ratios in the centre. There are well planned systems for security and all parents use a coded entry. The centre has opportunities for other community use and this has been well organised; all visitors to the registered provision are monitored. There are sound procedures for collection and well planned sharing of information with parents. Children learn about safety because they have ample independence and this is closely linked with the facilities that have been incorporated into the building, for example low sinks and toilets, storage for coats, boots and individual belongings. Many daily routines are encouraged to enable children to learn and understand about their own health. Staff are impressed because children have settled so effectively in the new building and they have quickly become used to managing many of their own needs.

Staff are well qualified and competently fulfil all care needs for children. There are good links with parents and other agencies to promote any individual learning needs and records show that this process is soundly evolving. There is also a clear focus on developing systems to encourage any children who are learning English as an additional language. Staff are beginning to extend their knowledge to meet the requirements of the Early Years Foundation Stage and this is evident in the records available for each child and the identified development plans.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
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](http://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**

Since registration there have been no complaints made to Ofsted.

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.