

# Castle Care Club at Ednall Lane

Inspection report for early years provision

---

**Unique reference number**

EY290037

**Inspection date**

12/12/2008

**Inspector**

Sally Wride

**Setting address**

Baptist Church Hall, Ednall Lane, Bromsgrove,  
Worcestershire, B60 2JD

**Telephone number**

**Email**

castlenursery@talktalkbusiness.net

**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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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**

Castle Care at Ednall Lane originally opened in 2003 and changed ownership in 2004. The setting is privately owned and managed and is part of a chain of settings run by the same providers. It operates from four rooms in the Baptist Church Hall in the town of Bromsgrove. The setting serves the local area and has strong links with local schools. There is no outdoor play area. However, children engage in physical activity each day indoors and are taken on occasional walks.

A maximum of 48 children may attend the setting at any one time. There are currently 10 children attending who are within the Early Years Foundation Stage (EYFS). The setting also offers care to children aged over five years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting has procedures to support children with learning difficulties and disabilities, and who speak English as an additional language. The premises are fully accessible and ground floor toilet facilities are available.

The group opens five days a week during school term times. Sessions are from 15:00 until 18:00. Children are able to attend for a variety of sessions. The setting employs seven members of child care staff. Of these, three hold appropriate early years qualifications. There is one member of staff currently working towards a recognised early years qualification. The setting receives support from the local authority.

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

Children's welfare needs are not effectively promoted as the provider has not ensured that all welfare requirements are met. Areas requiring improvement have not been identified through systems for self-evaluation and as a result the provision demonstrates little capacity to maintain continuous improvement. Children's learning and development is appropriately supported through a varied range of activities and games. However, systems of observation and assessment are not fully effective in ensuring that all children are supported to make progress in all six areas of learning. Whilst inclusive practice is promoted through staff's knowledge and understanding of children's individual needs, opportunities for children to extend their awareness of the wider society are limited.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

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

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- provide an action plan demonstrating how at least half of all staff will hold a full and relevant level 2 or equivalent qualification 09/01/2009
- ensure that risk assessments identify aspects of the environment that need to be checked on a regular basis and maintain a record of these particular aspects and when and by whom they have been checked. 15/12/2008

To improve the early years provision the registered person should:

- improve the use of observations and assessments to further support planning for children's learning and development across all six areas of learning
- improve the organisation of the setting to include effective procedures to evaluate the provision and identify areas for improvement
- improve opportunities for children to explore diversity in society.

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

Systems of self-evaluation have not been developed and as a result areas requiring improvement have not been identified. Whilst the providers, manager and staff team are developing their knowledge of the EYFS, children's safety and well-being is compromised because not all welfare requirements are met. Although the provider has conducted a formal written risk assessment, aspects of the environment that need to be checked on a regular basis have not been identified. Children are not appropriately safeguarded as staff are not thorough in their visual risk assessment checks of the premises, environment and equipment before children arrive. As a result, action is not taken to ensure that all perceived hazards are identified and minimised. Both the owners and the manager of the setting are qualified to level 3 or above. However, children's welfare is not promoted because full and relevant level 2 qualifications are not held by half of all other staff. Recommendations raised at the last inspection have been met with both boys and girls now engaging in activities equally and through the implementation of revised medication records.

Effective relationships have been developed with other providers delivering the EYFS. Systems for the sharing of information each day between staff at the setting, class teachers and children's parents and carers ensures effective communication for the benefit of the child. Staff are aware of the advice, support and guidance that can be accessed to support them in the care of children with learning difficulties and disabilities and those who speak English as an additional language. With the exception of risk assessments, written policies, procedures and documentation are suitably maintained to promote children's welfare and the safe and efficient management of the setting. Parents have access to information about the setting and are kept informed of how the care of their children is organised through displays on notice boards. Children's welfare is safeguarded through effective child protection policies and procedures. Staff have a clear understanding of the known indicators of child abuse and the action that should be taken in the event of a concern about a child in their care.

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

Children enjoy their time at the setting and are happy and settled in the company of their peers and the staff team. Systems for observing, assessing and planning for children's learning and development are in their infancy and have not been developed to ensure that all children are supported to make progress in all six areas of learning. Observation and assessment files are not readily available for parents and carers to view or contribute to which limits their opportunities to become involved in their children's learning and development. Whilst children take part in a range of activities and events throughout the course of the year to explore festivals from their own and other cultures, they do not have opportunities to explore diversity in society in everyday play situations. This limits opportunities for children to develop their appreciation of the world in which they live.

Children's numeracy skills are developed as they weigh and measure ingredients for cooking activities. They bake Christmas cakes as presents for their families, decorating these with marzipan and icing that they carefully roll and shape. They talk about, recognise and recreate simple patterns as they make colourful bead pictures. They use their imaginations well as they engage in role play games with a range of resources and also as they act out scenarios with small world figures. Children make independent choices and decisions about what they would like to play with and how they would like to spend their time from a range of resources available. They benefit from staff involvement and interaction in their play and confidently share their thoughts and feelings as they take time out from play to relax and talk to each other.

Children's good health is promoted. For example, they are well nourished and hydrated and follow good hygiene practices at appropriate times. They benefit from daily opportunities to engage in indoor physical activity, such as skipping and bat and ball games. They do not, however, have access to an outdoor play area which limits opportunities for them to access the fresh air and their natural environment. Children behave in ways that are safe for themselves and others. For example, they understand that they should walk indoors and sit sensibly as they eat their meals and snacks. Both younger and older children interact well with each other, enjoying opportunities to socialise, communicate and spend time engaging in cooperative play. Their skills for the future are well supported through regular access to computer equipment and age-appropriate computer programmes. They take part in a range of activities which encourage their critical thinking and problem solving skills. For example, they create intricate models from construction materials, such as a Ferris wheel, exploring ways to ensure this successfully rotates. They concentrate for prolonged periods of time as they investigate how their model works and are busy and occupied in their 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	4
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	4

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	4

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	4
How well are children helped to stay safe?	4
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- provide an action plan demonstrating how at least half of all staff caring for children will successfully complete a qualification at a minimum of level 2 in a relevant area of work.

09/01/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure that all necessary measures are taken to minimise any identified risks to ensure that the premises and equipment are safe and suitable (also applies to the compulsory part of the Childcare Register).

15/12/2008

## **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.