

Westlands Little Stars Childcare

Inspection report for early years provision

Unique reference number EY369083
Inspection date 12/12/2008
Inspector Jennie Lenton

Setting address Westlands Primary School, Ostend Place, NEWCASTLE,
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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 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

Westlands Little Stars Childcare registered in 2008. It operates from a classroom within Westlands Primary School. Access to the setting is via a ground level entrance with all facilities, both indoor and outdoor, available on one level. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Forty-eight children under eight years of age may attend at any one time. Children up to the age of 11 years also attend the before and after school facility.

The setting is open from 07.30-18.00 every weekday. Currently there are 70 children on roll, of whom 28 are in the early years age group. There are five members of staff who work with the children. All staff hold relevant qualifications in childcare practice.

Overall effectiveness of the early years provision

Children enjoy warm relationships with staff and engage in a wide range of activities that promote their learning and development. Relationships with parents and other providers are positive as staff seek to ensure that all children's individual needs are met. The setting is developing its use of self-evaluation and has a commitment to future improvement. Generally, policies and procedures work in practice to protect children and most of the required information to promote welfare is in place.

What steps need to be taken to improve provision further?

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

- devise a system to ensure all staff are aware of the need to declare any issues which may affect their suitability to work with children
- develop the self-evaluation process to identify strengths and weaknesses in the provision and to encourage reflective practice.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that the safeguarding procedure is always fully and promptly implemented when concerns arise (Safeguarding and promoting children's welfare) 19/12/2008
- obtain information about who has legal contact with the child; and who has parental responsibility for the child (Safeguarding and promoting children's welfare). 09/01/2009

The leadership and management of the early years provision

Appropriate arrangements are in place to ensure suitable members of staff are recruited to work with children. All staff complete induction training and a formal appraisal process is used to assess their performance. However, staff are not routinely asked to disclose any changes to their circumstances which may affect their ability to work with children. Training needs are identified and staff are supported in accessing appropriate courses. Children benefit as new ideas and techniques are brought to the setting to enhance their experience.

Safeguarding procedures are generally sound. Risk assessments are suitably detailed and cover all areas, making sure that children are kept safe both indoors and outdoors. A high level of supervision also safeguards children from accidental harm. For instance, staff are vigilant as children play and make sure they are assisted as they move resources such as dolls prams around the setting. There is a comprehensive safeguarding policy which is shared with parents and includes contact details for the Local Safeguarding Children Board. Staff recognise potential signs and symptoms of abuse and know how to record concerns appropriately. In most instances, action is taken in line with appropriate guidance to address any issues that arise. However, in one case, concerns were not swiftly or fully addressed to reduce the potential for future harm.

Partnerships with parents and other settings that deliver the Early Years Foundation Stage (EYFS) are good. Staff work effectively with the local school to promote children's learning and development. Children are introduced to the reception class teacher and learn about school routines through a book that staff have put together to share with them. They also eat their lunches in the school hall with other pupils. This promotes their confidence in the school environment. Parents are provided with lots of written information about the childcare provided and are encouraged to discuss their child's day at collection times. Parents indicate that they particularly like the friendly atmosphere and the positive regard that staff show their children. The setting collates information from parents to ensure children's care is in accordance with their wishes. Information about who has legal contact and parental responsibility for each child is not routinely requested, however.

The setting has undertaken some self-evaluation but this has not been fully effective in identifying the strengths and weaknesses in practice. Managers have reviewed the policies and procedures to ensure that they are in line with the Statutory Framework for the EYFS. However, they have not reflected on practice issues such as safeguarding to ensure that children are benefiting from the actions staff take. Feedback from parents and children is collated to assess their satisfaction with the care that is provided.

The quality and standards of the early years provision

Children's nutritional needs are effectively met. The setting provides breakfasts of cereal and toast and snacks of fresh fruit such as pineapple. For lunch, children

select from the school dinner menu or bring in packed lunches from home. Mealtimes are a social occasion and children chat to each other happily as they sit together in the school hall. Engaging activities such as growing their own peas and radishes in the setting's garden encourage them to learn about where food comes from and what is healthy to eat. Physical development is also successfully encouraged. Children enjoy an excellent range of activities, running about on the large playground, riding around on tricycles and balancing on climbing equipment. Swimming is also provided and children make use of the school hall for active play indoors. Children also learn about how to stay safe. They take part in regular fire drills and find out about road safety and 'stranger danger' through a visit from a police officer.

Staff plan a wide range of experiences that link to children's individual learning and development needs. All staff undertake observations of children as they play and assess their next steps, which are then fed into planning. This ensures that children are constantly stimulated and encouraged to develop. Young children mark-make in shaving foam, while older children show increasing control as they write their names and complete letters to Father Christmas. Staff skilfully extend their early literacy skills by sounding out letters with them as they write or read together. Understanding of number is promoted as children take part in number songs and move the dials on the toy microwave in response to staff suggestion that they cook the food for a set amount of time.

Problem solving skills are developed as children take part in measuring activities and play games with construction blocks which they compare and count. There is plenty of time for children to self-select toys, which promotes their independence and imagination. Children dress up and pretend to be favourite characters or play imaginatively in the home corner. Some interesting group activities are also provided which help children develop their knowledge and understanding. For example, growing sunflower seeds and learning about the life cycle of butterflies. The wide range of activities on offer and the effective questioning by staff means that all children are making good progress across the six areas of learning. Parents are also provided with information about their child to extend learning at home. Progress is monitored effectively ensuring any gaps are promptly addressed.

Support for children with learning difficulties and/or disabilities is good as staff work closely with parents and other professionals to ensure their individual needs are met. All children behave well and understand what is expected of them. Staff deal with any unwanted behaviour calmly and positive actions are rewarded with the skilful use of praise and encouragement. Children help staff at tidy up time and go with a staff member to deliver the orders for school lunches. This helps them develop a sense of responsibility. They also learn about being considerate to the wider community as they take part in events such as a charity toddle for Barnardo's and celebrate a range of festivals including Christmas and Eid. This encourages them to respect diversity and understand people's differences.

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?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

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?	3
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

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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