

Earlyworld Stafford Court

Inspection report for early years provision

Unique reference number	208194
Inspection date	14/10/2008
Inspector	Olwen Pulker/Lynn Milligan
Setting address	Earlyworld Stafford Court, Stafford Court, Stafford Park, Telford, Shropshire, TF3 3BD
Telephone number	01952 292900
Email	
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

Earlyworld Stafford Court opened in 1999. It has been registered by Ofsted on the Early Years Register, compulsory and voluntary parts of the Childcare Register since 2008. The nursery is accessible to all as it operates from the ground floor of premises sited on a business park close to Telford town centre. Children have access to a secure enclosed outdoor play area. The nursery serves the local and wider community. A maximum of 130 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:15 throughout the year, with the exception of bank holidays.

There are currently 126 children from three months to five years on roll. This includes 36 children in receipt of funded nursery education. Children attend for a variety of sessions. The setting currently supports a number of children who speak English as an additional language.

There are 26 part-time and full-time staff working with the children. Of these, 20 have Early Years qualifications to NVQ Level 2 or 3 and three are working towards higher qualifications. Three staff are currently working towards a recognised early years qualification and the manager holds a degree in Early Years Management. The nursery employs a qualified teacher and receives support from the local authority.

Overall effectiveness of the early years provision

Staff generally promote most aspects of children's care and welfare adequately. Most children are making sound progress towards the early learning goals. However, an inclusive environment is not provided for all children. There are systems in place to evaluate practice throughout the nursery and recommendations raised at previous inspections have been suitably addressed.

What steps need to be taken to improve provision further?

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

- ensure that all staff understand a safeguarding policy that is in line with LSCB local guidance and procedures
- make drinking water available to all children at all times and promote the good health of all children with regards to hygiene before mealtimes
- develop staff questioning skills to support and extend children's thinking and help them make connections in learning and improve opportunities for older children to develop their independence.

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

- ensure that every child is included and not disadvantaged because of home language

20/02/2009

The leadership and management of the early years provision

Systems for self-evaluation are in place and are used to identify areas for improvement. There have been improvements made since the last inspection in relation to planning in order to extend children's learning and for babies to be supported by consistent staff. Staff are well qualified and have regular appraisals. There is a robust system in place for security and main long-term risk assessments as well as risk assessments for trips are completed. Clear and robust systems such as undertaking Criminal Records Bureau (CRB) checks, ensure that staff are suitable to work with children. There are suitable systems in place to ensure children are appropriately safeguarded. However, some staff have a limited understanding of these and the correct procedures to follow in line with the Local Safeguarding Children Board (LSCB) guidelines.

The setting provides parents with detailed written information about business and care arrangements. The key person system helps staff meet the needs of individual children and provides a strong link with home, through daily diaries and feedback sheets. However, sufficient steps are not taken to engage effectively with parents who do not have English as their first language. Parents are further informed through newsletters and attractive photographic displays of children's activities allow parents to see how their children spend their time.

The quality and standards of the early years provision

Generally, the welfare of children is suitably promoted. Most staff are sufficiently vigilant and show suitable regard for children's health and safety overall. Older children are developing an adequate awareness of how to keep themselves healthy and safe through their daily routine and staff input. However, drinking water, although available, is not offered at sufficiently frequent intervals. The setting has gained a Healthy Eating Platinum Award and consequently children enjoy nutritious, balanced meals throughout the week. They are developing their knowledge about the local community as they are taken on walks to the railway station and nearby lake to feed the ducks. Visits to the setting by some of the emergency services such as police and the fire service, are enjoyed by the children and help them gain some knowledge and understanding of the world.

Children are provided with suitable opportunities to help them make adequate progress across all areas of learning and development. Staff use their sound knowledge of how children learn to plan a flexible programme of play opportunities. Most children respond readily to activities and are keen to engage with staff who regularly praise and congratulate them on their progress and achievements to develop their confidence and self-esteem. However, children who have English as an additional language are disadvantaged as staff have not gained knowledge of their home language nor are pictures or images used to aid communication. Staff do not consistently use diverse questioning and consolidation techniques to prompt children's critical thinking and independence. This does not

encourage children to use their skills in a range of situations and for a range of purposes. Staff use observational assessments to plan for the future learning of children. They share information with parents about their child's progress, themes and topics. For example, the setting operates an 'open door' policy and parents are able to view their children's developmental charts at any time. Parents are invited to share their skills and talents in the setting and become involved in their children's learning. Overall, children behave well; they share and play companionably together and are mindful of other's feelings.

Children are content as they play. Younger children explore and experiment with an acceptable range of resources such as pop-up toys, activity centres, soft play and construction equipment. Staff interact appropriately with them; they maintain eye contact and get down to the children's level as they play with them. Staff read stories to children and they have easy access to books which they look at independently. Children have regular opportunities to play outside on wheeled toys and in the playhouse. They plant and tend flowers in the small garden area, which contains rain gauges that children use to learn about the weather. Children in pre-school benefit from having the support of a qualified teacher who adapts planned activities for the individual needs of the children.

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?	3
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?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
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

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 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.