

Copmanthorpe Child Care Centre

Inspection report for early years provision

Unique reference number	321597
Inspection date	15/09/2008
Inspector	Christine Snowdon

Setting address	Barons Crescent,, Copmanthorpe, York, North Yorkshire, YO23 3YR
Telephone number	01904 700875
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).

Description of the setting

Copmanthorpe Childcare Centre is privately owned and managed. It opened in 1996 and operates from a mobile unit situated in the grounds of Copmanthorpe Recreation Centre near York. The setting offers full day care, morning or afternoon sessions, and is open between 08:00 to 18:00 Monday to Friday. The centre closes for two weeks at Christmas and all bank holidays. There is a fully enclosed area for outdoor play and the ramps at both entrances provide easy access to the setting.

The provision is registered to care for a maximum of 30 children and there are currently 50 children attending who are within the Early Years Foundation Stage (EYFS). The setting supports children with learning difficulties.

Eight full time staff work with the children including the manager and the nursery has its own cook. The majority of the care staff have early years qualifications.

Overall effectiveness of the early years provision

The nursery provides a welcoming environment where children enjoy their time in the setting. The care and welfare needs of all children are met successfully. The older children know the daily routine well but at times the set structure of the sessions limits children's progress in their learning and development. Partnerships with parents is sound in most areas and they have access to detailed information regarding the setting and children's daily activities and progress. Inclusive practice is a strength of the setting and staff effectively support children with learning difficulties.

What steps need to be taken to improve provision further?

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

- ensure the daily routine enables children to enjoy sustained and purposeful play both indoors and outside
- ensure effective systems are in place to observe, assess and plan for children's individual next steps in their learning and development
- ensure there are systems in place to monitor and evaluate the effectiveness of the setting to promote continuous improvement
- improve the range of snacks and meals to provide a healthy, balanced and nutritious diet.

The leadership and management of the early years provision

The setting promotes a safe and welcoming environment to all children and parents. Good information is available through the nursery prospectus, newsletters and information board. Policies and procedures cover all the required elements and are made available to parents. Some progress since the last inspection has been

made and recommendations have been acted upon. For example, there is now a written complaints procedure in place. However, the lack of continuing self evaluation and management's reflection of the daily practice impacts on their ability to ensure continuous improvement is being made. The current system for observing and assessing children's learning is weak, and the information gathered is not being used effectively in order to plan for children's individual next steps in learning.

There is a sound recruitment and vetting procedure in place which ensures all staff are safe and suitable to work with young children. New staff follow the setting's induction programme and all staff have annual appraisals. As a result, training needs are identified. For example, the majority of staff have updated their first aid training. Staff are aware of the setting's key policies and procedures and show a good understanding of safeguarding children.

The staff work well together as a team and have regular meetings with the nursery manager, when their views and ideas are acknowledged and acted upon.

The quality and standards of the early years provision

The nursery provides an environment where children feel happy, valued and safe. Children have good opportunities to learn about keeping themselves safe through the daily routines and planned activities. For example, an organised visit from the road safety unit. Staff extend this learning further through their regular walks around the local community to reinforce children's road safety awareness. Detailed written risk assessments are in place and emergency evacuation drills are carried out at regular intervals.

The structure of the daily routine for older children involves staff clearing away the activities and resources before meals, snacks and outdoor play, consequently children's play is disrupted. As a result, they are not able to enjoy sustained and purposeful play during these times. Children are provided with some good opportunities which promote their independence and free choice. They enter the setting confidently, settle easily and show enthusiasm to participate in the planned activities. Babies benefit from the very positive interaction of the staff who respond effectively to their sounds and gestures. Young children enjoy the singing session and smile and clap as they join in with the appropriate actions. The care needs of these very young children are met well as they sleep and feed according to their individual routines.

Indoors, effective labelling around the setting promotes children's awareness to writing for a purpose, letters and numbers. Older children are encouraged to label their own pictures which are effectively displayed. For example, their pictures depicting the Olympic games, they also make marks as they write in the appointment book within the office role play area. Children are developing mathematical awareness as they count how many trains there are on the track and recognise the number cards used at circle time. Children have good opportunities to explore colour and be creative. They enjoy mixing the various colours of paint and can explain which they use to make pink and purple. Children are developing their

physical skills as they routinely access the outdoor play area and have weekly visits to the local sports hall where they take part in various activities such as, parachute games.

Children's individual dietary needs are discussed in detail with parents and adhered to. Snacks and meals are prepared and cooked on the premises. Although the menu is varied, sufficient healthy options at snack times, such as fresh fruit and vegetables, are not provided on a daily basis. Older children access the toilet facilities independently and they take responsibility for their own personal hygiene and younger children are given appropriate support from the staff. There are good levels of cleanliness throughout the nursery and staff's working practices promote this well.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

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

Leadership and management

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

Quality and standards

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

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 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.