

# Grunty's Day Care

Inspection report for early years provision

---

<b>Unique reference number</b>	EY282289
<b>Inspection date</b>	24/11/2008
<b>Inspector</b>	Lesley Sharples
<b>Setting address</b>	Newton Hall, Staining Road, Blackpool, Lancashire, FY3 0AX
<b>Telephone number</b>	01253 300455
<b>Email</b>	
<b>Type of setting</b>	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**

Grunty's Day Care is situated in the grounds of Newton Hall Holiday Centre in Blackpool. The locality is semi-rural and close to schools. Facilities for children comprise of the baby unit, with its own adjacent outdoor area and three interconnecting areas for children, in the two to five year age range and their outdoor area. The upper floor provides four areas of soft play equipment suitable for use by children from two years of age and upwards. There is easy access to the whole of the ground floor area.

The setting was registered in September 2004 and the registered body is Partington's Holiday Centres Limited. It provides day care for 76 children under eight years old. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 86 children on roll who attend for a variety of sessions throughout the week. The group opens six days a week Monday to Saturday. Sessions are from 7.30 to 18.30 weekdays and 8.30 to 17.30 on Saturdays. There are no children attending with English as an additional language or with learning disabilities at present.

A staff team of 20 are led by a qualified manager, who is furthering her training on a foundation degree course. All staff have appropriate training and qualifications, two staff with level 4, 14 staff with level 3 and four staff with level 2. Support staff are also employed for cooking, cleaning and administrative duties. Advice, support and training is gained from the local authority.

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

The manager and staff are effective in supporting each child, so they make progress in their learning and development towards the early learning goals. Their welfare requirements are met effectively, through the staff's commitment to training and implementing positive changes within the setting. Staff promote inclusive practice and they regard each child's uniqueness, thereby forming positive relationships with them, their parents and carers. Reflective practice through self evaluation ensures that areas for improvement are recognised, in order to promote even better outcomes for children.

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

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

- carefully consider the presentation and contents for developing curiosity and self discovery play with all natural materials for younger children within their treasure baskets (Suitable premises, environment and equipment)
- address individual children's emerging confidence in managing self-care skills, using suitable facilities for hand washing (Promoting good health)
- increase reference to colour, number, letter and shape within the learning environment so that children have rich sources to help learning and

- understanding and use number in everyday activities to promote problem solving, reasoning and numeracy (Learning and development)
- improve the two way flow of information with parents to promote a shared understanding of children's individual development needs and involve them in practical ways to support and extend their learning at home (Learning and development).

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

Children benefit from the manager and staff being fully involved in reflective practice and identifying where improvements are required. There is a strong commitment, from a suitably qualified and trained team, for continuing progression in their professional development. This is transferred to the learning and development experiences for children as well as supporting their welfare, for example, all staff have current training in first aid. Documentation is revised to respond to changes and meets requirements, apart from the equal opportunities policy, which does not fully reflect information within the Early Years Foundation Stage guidance. The manager has innovatively devised a system for monitoring children's progress, which is currently being trialled and tested by staff. This means that continuous improvements feature largely in management practice.

All recommendations made at the previous inspection have been acted upon, with the exception of providing nutritious snacks for both morning and afternoon snacks. This is already identified as an area of weakness, within the settings evaluation form to be addressed. A recommendation relating to increasing opportunities with simple technology was made previously and this has been fully achieved, through the provision of a small computer suite which children thoroughly enjoy using, therefore promoting skills for the future well.

Partnerships with parents and carers is achieved through daily written and verbal communications by management and key persons. Newsletters, questionnaires and the 'nursery bear' helps to strengthen links with home. Parents and carers are not fully encouraged to be involved in their children's learning, so that it continues at home. Individual achievement files are always available to share, which ensures they are kept well informed about how their children spend their time and how they are progressing. Children are safeguarded because risk assessments are carried out and training in child protection has been updated. Inclusive practice helps children feel a sense of belonging and through staff meeting their individual learning and development needs.

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

Children are progressing very well in all six areas of learning because the provision promotes the five outcomes effectively. Staff provide continuous provision with a wide range of resources and activities, which allows children to freely initiate their own learning, thereby making independent choices, which contributes to children's increasing confidence and self esteem. This is balanced with some focused activities led by staff, such as creating Christmas trees for a display, which assists

children in developing their skills with some guidance. The learning environment is colourful and vibrant but does not have sufficient low level references for number, letter, shape and colour and label script is not uniform. Children enjoy adult company, especially listening to stories and joining in, singing Christmas songs and the actions to them. Children's physical development is very well catered for, both indoors and outside. Older children experience excellent opportunities for large muscle development within the soft play areas and show how well they balance, climb, jump and slide. This is extended to daily outdoor experiences for all children with other types of play, especially notable being the 'building site' within a toy shed, filled with sand and tools. Younger children have intriguing treasures to explore within a large tub, but treasure baskets for babies are not suitably presented.

Staff use systems to effectively observe, assess and plan for children's next steps in their learning. This means that individual children's learning programmes are suitable and tailored to their needs. Initial information relating to their starting points is not gathered, therefore staff have no base line from which to help children move on. Both ongoing and focused observations influence and inform key persons, to ensure children are challenged and enabled to make significant progress and have a positive attitude to their learning. Children competently show how they can use technology, when using the mouse or pen with the computers and there are wonderful means for creative development, such as building three dimensional models. The use of number in everyday activities is lacking, so that children both understand how to count and have a clear understanding of problem solving.

Staff are sensitive to individual children's welfare needs and take the necessary steps if they are unwell and ensure they feel comfortable and cuddled until they are collected. Children are confident in their self-care skills, as they try to put on shoes and coats and when visiting the bathroom. Younger children's emerging independence is not fully addressed, so that they can wash and dry their own hands with suitable facilities. Staff teach children about keeping safe and take precautions when they are out of the setting. For example, children know to hold the banister when going up and downstairs and they competently do this. Children are kind to each other and play cooperatively. This impacts well on their learning and development.

## 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.	2

### 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?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### 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?	2
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?	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 the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.