

Little Tugs RN Creche

Inspection report for early years provision

Unique reference number	EY366700
Inspection date	14/10/2008
Inspector	Anne-Marie Moyse / Juliet Eileen Hartridge
Setting address	Hillcrest Close, Plymouth, PL7 2ET
Telephone number	01752 341963
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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 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

Little Tugs Royal Naval Crèche occupies rooms within the Naval Area Community Centre in Plympton, near Plymouth. Children have use of a main play room, enclosed outdoor play area as well as access to the social club room in the centre for physical play. Young babies have a small base room for play and sleeping. The crèche provides full day care for 20 children aged from birth to eight years, and opens for approximately 50 weeks of the year. The setting operates from 08.30 to 15.00, each weekday. The crèche is registered on the Early Years Register and the compulsory part of the Childcare Register.

Currently the Crèche has 30 children on roll, aged from one to three years, and does not accept Government funding for nursery education. The crèche is managed by a board of trustees, who employ nine staff to work with the children. All staff have appropriate early years qualifications, or are working towards relevant childcare qualifications. Children aged between six and eight years attend during school holidays, and share the same facilities as the children in the early years age range.

Overall effectiveness of the early years provision

The setting provides a valuable facility to the local community, where children's welfare is promoted well and safety is given a high priority. Children behave well, enjoy attending the setting and are developing warm relationships with the staff. Although the staff make regular observations of the children, they do not use the information gathered to effectively support all aspects of each child's development and learning. The provision is establishing their self evaluation systems, reviewing their current procedures in line with the new framework. They are enthusiastic and capable in developing their provision to meet the needs of the children and families that attend.

What steps need to be taken to improve provision further?

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

- continue to develop the arrangements for observation and assessments in order to plan relevant and motivating learning experiences for each child
- ensure that parents are fully involved and contribute to the assessment process, including initial and ongoing review of children's progress
- review and develop the systems in place for assessing and supporting children with learning difficulties and disabilities

The leadership and management of the early years provision

Children are effectively safeguarded by the robust recruitment procedures in place. Detailed induction and appraisal systems are used to ensure that all staff are

familiar with the policies and procedures employed by the setting contributing to the safe and consistent care children receive. Annual training events and meetings are used effectively to maintain ongoing personal and professional development for all staff, leading to reflective practice. Staff are enthusiastic and committed to identifying and implementing improvements to the provision. For example, they have acted on information gained from parents to extend the provision to offer care for babies. Fundraising events have been held and individuals have worked hard to transform part of the setting into a suitable area for babies to rest and play safely.

The provision is in the process of developing its formal self-evaluation procedures. Currently the staff and manager continually review and reassess its policies, documentation and daily practice. They enthusiastically seek out and use new information to make improvements for children attending. Staff are aware of weaknesses in the arrangements for planning activities and involving parents in this process. They are trying alternative methods to develop their own system, alongside encouraging parents to play an active part in the assessment process. Although staff make regular observations and assessments of children they do not use this information efficiently to reflect children's individual preferences and interests in the activities on offer. Therefore, not all children are challenged according to their unique needs and abilities.

Parents are warmly welcome to the setting and they are keen to praise the staff, and the support available for their children. They are provided with good information on the organisation of the provision and staff use daily diaries to keep parents fully informed on their child's wellbeing and day. This is supplemented by detailed exchange of verbal information between the parents and the key worker.

The quality and standards of the early years provision

Children are well cared for at the Crèche, with staff promoting good outcomes for children. They are sensitively cared for so that each child's individual routines are respected. For example, nappies are changed and sleep patterns are maintained according to their home routines. Children are encouraged to play outside at various times of the day. They benefit from being active and enjoy the fresh air. They develop skills and co-ordination by using a variety of ride on toys or rolling, kicking or throwing a selection of soft balls. Their health is further promoted as they are provided with healthy options for snacks, including fresh fruits and vegetables. Staff employ scrupulous hygiene routines and provide good role models for the children. Any medical needs are promptly addressed and any medication is administered safely.

Staff interact well with the children, supporting children's learning and development by following children's play. Children benefit from the warm and caring relationships with the staff. They are content to play independently or seek out a reassuring cuddle from a member of staff if they become anxious. Staff praise and encourage children well, promoting their self esteem and confidence. Children behave very well and are willing to share resources and help each other. Their independence is developed as they are able to freely choose and play with the resources on offer.

Staff are vigilant and supervise children appropriately, allowing children freedom to explore in the safe environment. Consistent and robust procedures are in place to keep children secure and protected. Entry to the setting is closely monitored and detailed registers are maintained giving an accurate attendance record in the event of an emergency. All staff attend annual training in child protection to refresh their knowledge of procedures, promoting and safeguarding children's welfare.

Children are offered a broad range of activities and opportunities, which encompass all areas of learning. The staff provide various planned activities each day, and includes plenty of sensory play. Children explore the feel of jelly, 'gloop' or baked beans, and express their reactions. Children's vocabulary is developed by staff using expressions and words to explain the textures. Children use their senses to explore the various fruits and vegetables in the play shop, sparking their curiosity by touching the prickly pineapple, or smelling the leek. The setting make very good use of their local community and frequently invite visitors into the setting. Recently children have enjoyed visits from the fire brigade, a dentist, a librarian and various small animals. This contributes to children learning about the world around them and how to care for both themselves and others. Children enjoy finding their favourite book to look at and most enjoy listening to stories in a group situation. Craft and messy activities are offered at times throughout the day, but these are frequently tidied away after a short time, which does not allow children to revisit an activity, or access it as and when they feel ready to.

Staff know the children well and make regular observations of children's play and achievements. However, this information is not used or evaluated effectively to link it to the planned next stage in children's learning. As a result some children, especially the older children are not stimulated and challenged sufficiently, and become bored. There are limited opportunities for children to develop their problem solving and numeracy skills.

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.	Good

Leadership and management

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

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?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Satisfactory
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

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

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 registration.

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.