

Tom Thumb Day Care - Reffley

Inspection report for early years provision

Unique reference number	EY376122
Inspection date	04/02/2009
Inspector	Margaret Elizabeth Roberts
Setting address	Reffley Pre School, Reffley Lane, KING'S LYNN, Norfolk, PE30 3SF
Telephone number	01553 670819
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

Tom Thumb Day Care - Reffley is a voluntary run setting. It opened in 2008 and operates from one large and two small rooms in its own premises close to Reffley Primary School in King's Lynn, Norfolk. The building is accessed via a small step. A maximum of 26 children aged two to under eight years may attend the group at any one time. The setting also offers care for children over the age of eight years. The setting operates a breakfast club open from 07.30 until 09.00, a nursery open from 09.00 until 15.00, after school care from 15.00 until 18.00 and a play scheme in the school holidays from 07.30 until 18.00. All children share access to a secure enclosed outdoor play area. There are currently 83 children attending, 70 of whom are in the Early Years Foundation Stage (EYFS). Some children receive funding for early education. The setting supports children with English as an additional language. There are nine members of staff, who work with the children. Of these, all hold appropriate early years qualifications and two are working towards a further relevant qualification. The provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children at Tom Thumb Day Care - Reffley enjoy their time spent at the setting where they have warm relationships with staff. Managers have begun to identify appropriate priorities for improvement and although attention is given to keeping children safe, risk assessments are not always effective. A welcoming environment has been created, with most documentation in place to support children's welfare. Whilst children enjoy a suitable range of activities the method of assessment needs to be further developed. Children benefit from the close working relationships that staff have with their parents and the links that are being developed with other professionals to promote good quality education and care.

What steps need to be taken to improve provision further?

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

- continue to develop assessments of children's progress by analysing and reviewing children's development and learning
- ensure that all records are available for inspection, this refers to the manager's file and the complaint log
- formalise the system to self-evaluate the provision to improve outcomes for children.

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

- assess the risks to children in relation to the radiators and water temperature and take action to minimise these.(Suitable premises, environment and

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equipment)

The leadership and management of the early years provision

The setting is led by the manager who supports an appropriately-qualified staff team who are encouraged to update their knowledge through further training. They work well together as a team to ensure that the needs of all children can be met. Children are safeguarded through the vetting procedures that ensure that adults working with children are suitable to do so, however not all staff records are kept on the premises. Staff are able to demonstrate their ability to follow the correct procedures should they have concerns that a child may be neglected or abused. Policies and procedures that are at present being updated to reflect the Early Years Foundation Stage (EYFS), help staff to carry out their work.

The setting has begun to consider ways to monitor and evaluate the provision through self-evaluation, however, not all recommendations from the registration visit have been addressed. This links to the risk assessments that are carried out but are not always effective. For example, the radiator surfaces become very hot and the temperature of the hot water is not controlled, which could result in a child being burnt or scalded. Both these areas are not included in the daily checks but are listed on the yearly assessment, identifying the risk and action to be taken, but have not been addressed.

The key worker system allows some useful opportunities for parents and carers to share relevant information with staff, to enable them to understand the welfare needs of children. Parents are informed of how to make a complaint but do not have access to the complaints log as it is not kept on the premises. The partnerships that are being developed with other professionals delivering the EYFS allow for the continuity of care for children who attend other settings.

The quality and standards of the early years provision

Children enjoy their time spent at the setting and are making good progress in their learning and development because staff have a good understanding of the early learning goals. Staff plan and provide many practical activities in a stimulating environment. Children thoroughly enjoy purposeful, outdoor play, which is considered to be as important as activities offered inside. They have many opportunities to access a balance of adult-led and child-initiated activities which results in them being active learners. They are able to sustain interest at self-chosen activities, joining in conversations with staff and peers. Staff support children in their play and are skilled in asking simple open-ended questions to extend their learning. Children's progress is recorded in their individual folders which are shared with parents which enables them to have an involvement in their child's learning. These assessments are in the first stages of being developed and do not always record how children have approached their learning or show if staff have reviewed what they know about each child's development.

Children are welcomed into a warm child-centred environment where they enjoy friendly relationships with their peers. Children are extremely confident, approaching visitors with ease. They are treated with equal concern and included in all activities regardless of their gender or abilities. Their independence is promoted as they choose freely from all the resources which are adapted for children with disabilities. Children's health is extremely well promoted through the good practices followed by staff which help to prevent the spread of infection. They are beginning to take responsibility for their own personal hygiene through the daily routines. Children are taught to access the outside area carefully and are able to tell staff that they need to take care when going through the door as the step is high. They spend many happy hours in the outdoor area, which contributes to a healthy lifestyle, playing with sand and water and making 'cups of tea' in the role play area for members of staff.

Children behave very well even though they become very lively if they think that staff members cannot see them. During these times they run around and laugh loudly, however, they respond very positively to staff if told to be a little quieter. Children are kind to one another, fetching tissues should their friends be upset and are helped to learn right from wrong through the positive examples set by staff. Praise and encouragement is given freely by staff to develop children's confidence and self-esteem.

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?	2
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?	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?	3
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?	3
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

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 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.