

# Litcham Childcare

Inspection report for early years provision

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<b>Unique reference number</b>	EY365492
<b>Inspection date</b>	15/10/2008
<b>Inspector</b>	Jill Bavin
<b>Setting address</b>	Litcham Children's Centre, Weasenham Road, Litcham, King's Lynn, Norfolk, PE32 2QT
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<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

Litcham Childcare operates from Litcham Children's Centre, a purpose-built building in the grounds of Litcham Primary School. The childcare moved from Litcham Jubilee Hall to the Children's Centre in January 2008. The organisation is managed by a voluntary board of trustees made up of parents and professionals from the community. The trustees employ childcare staff for the daily operation of the childcare.

This childcare provision is open for 48 weeks during the year. It is registered for 48 children aged between two and 14 years and there are currently 78 children on roll. Of these, there are only two 14-year-olds, who attend one session per term. Between six and 10 children attend the breakfast and after-school clubs regularly. The provision includes a breakfast club which operates from 07.45 to 09.00, a morning session from 09.00 to 11.45, a lunch session from 11.45 to 12.45 and an afternoon session from 12.45 to 15.15.

Children older than four only attend this setting before or after the school day. Currently there are no funded children with special educational needs. The childcare provision is dual registered, on the Early Years Register and both parts of the Childcare Register. There is a secure and enclosed outside play area. The setting meets disability access requirements.

## Overall effectiveness of the early years provision

Litcham Childcare provides well for children under the age of five. Thoughtful planning ensures that children enjoy a variety of activities and have good opportunities to make choices and pursue their interests. Staff know the children very well and relationships between children and adults are very good. Consequently, children feel safe, secure and happy and enjoy their time in the setting. Parents appreciate that staff are friendly, approachable and welcoming. A key strength of this setting is its good teamwork and managers who are always striving for excellence.

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

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

- use the new planning to identify what different children are to gain from each activity
- proceed with plans to increase resources to improve the level of challenge for the older children, especially in mathematical development and communication, language and literacy
- develop further new ways to encourage parents and carers to share information to benefit the children.

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

The managers of the setting want to do the best they can for the children in their care and they lead staff and organise the provision with this in mind. Good leadership successfully ensures close teamwork between staff so that children receive consistent messages about what is expected of them in a well-organised and orderly community. This contributes to their sense of security. There is a good range of policies in place that underpins good practice. Consequently, all children are valued as individuals; they are kept safe and the site is secure. All the necessary recruitment checks and vetting procedures are undertaken. Risk assessments are thorough, comprehensive and carried out regularly.

Considerable work has successfully addressed most of the recommendations arising from the previous report in June 2008. In some cases the managers have established new systems to make procedures easier to implement and monitor. For example, a new book ensures that parents now always sign any accident or medication records. The setting has become much more proactive in monitoring the impact of its healthy eating policy, and this has led to increased communication with parents through displays and conversation. Relationships with parents are good. Some parents recognise that they do not always take full advantage of the information on offer to them. Staff have devised some good strategies for increasing parental involvement, but it is too soon for these to be established and used fully by parents.

The setting has a clear understanding of its strengths and the areas it wishes to develop further. A clear action plan represents a prompt and thoughtful response to the previous report. Managers are working closely with a local authority consultant to ensure they have a full understanding of the new Early Years Foundation Stage Framework for good practice. This participation has shown they are quick to develop new ideas, for example in finding new ways to ensure that children have plenty of opportunities to make choices and follow their interests. Staff are commendably flexible and abandon their plans if necessary in order to allow a child to pursue an interest as it arises. The managers are highly committed to staff continuing to develop their professional skills and understanding and there is a record of comprehensive training that staff have recently undertaken.

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

Staff are good at using a variety of strategies to encourage children to explore their environment and to learn. For example, they demonstrate how to join pieces of construction equipment, give precise directions when a child wants to know exactly how to use the computer to control the image on the interactive white board, and ask questions to encourage children to think about what they are doing with creative materials. Strategies such as these enrich each child's experience.

Staff are very supportive of children when visitors bring in musical instruments. They are enormously encouraging and allow those children who prefer to observe to do so. Because their intervention is sensitively responsive to each child's different

needs and personality, children's confidence increases as the session proceeds. Ultimately there are examples of children really challenging themselves when they take the microphone to sing in front of the whole group.

Because managers and staff have a good understanding of children's needs at this age, they accommodate a child's particular interest as it arises, but also seek ways to incorporate it into forthcoming activities. This values children's ideas and helps to keep them interested and motivated. Staff are also good at adjusting how they pose questions or respond to children, taking account of their individual needs. However, this is not fully reflected in their planning, which does not clearly anticipate what staff want different children to gain from different activities.

A good variety of activities are planned for both indoors and, weather permitting, for the outside area. Children can reach resources which helps them to exercise independent choice. Water beakers are available so that children can access fresh drinking water as they want and there is a system of placing used beakers separately so hygiene routines are maintained. Arrangements for children to withdraw to a quiet area for a rest or sleep are available. Managers appreciate that while they have begun to research resources that will help to challenge the older children more effectively, especially in mathematical and literacy skills, this area still needs to be improved.

Staff observe children in the setting appropriately and keep records that are easy to read and interpret. These are very accessible to parents. New arrangements for open sessions when parents will be invited in to specifically look at these 'learning stories' are scheduled for December. Staff are currently planning sessions for children to review their learning more routinely than they do currently. This is another example of the team's commitment to continued development and improvement.

## 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?	2
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?	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **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.