

Stockingford Early Years Centre Day Care

Inspection report for early years provision

Unique reference number	EY301049
Inspection date	25/11/2008
Inspector	Sally Elizabeth Lee
Setting address	St. Pauls Road, Nuneaton, Warwickshire, CV10 8HW
Telephone number	02476 388 113
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

Stockingford Early Years Centre was registered with Ofsted in 2004 and provides crèche facilities to support courses for parents and carers. In addition, the centre provides daycare sessions for children aged two to three years. Holiday care for older children is provided to meet parents needs. The setting has use of a crèche room, family room, toilet and staff facilities, together with an enclosed outdoor area. The premises are completely accessible for wheelchair users. The setting is registered to care for a maximum of 36 children at any one time and is currently caring for 56 children. There are eight staff who work regularly with the children seven of whom hold an appropriate early years qualification. One member of staff is currently working towards an NVQ level two. The setting is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary Childcare Register. The Centre works closely with the library services, health visitors, children and family services, voluntary groups and schools, college and adult education to offer services to children and families.

Overall effectiveness of the early years provision

The Centre provides very effectively for children in the Early Years Foundation Stage (EYFS). Staff meet children's individual developmental needs very well and promote all aspects of children's welfare and learning successfully. There is a clear commitment shown from all the staff and management to evaluating, developing and improving practice in order to provide an inclusive service and to improve outcomes for the children who attend. Staff ensure that children with learning difficulties and/or disabilities are included and all individual needs with regard to children's health, culture or religion are met. Parents play a very active part in their child's learning and this contributes to children's excellent progress.

What steps need to be taken to improve provision further?

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

- record on the daily attendance record the names of children's key workers

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

- obtain from parents details of who has legal contact with and parental responsibility for each child.

15/12/2008

The leadership and management of the early years provision

The Centre has a strong ethos of self-evaluation and, although the self-evaluation form had not been completed prior to the inspection, the manager and the staff are committed to monitoring, evaluating and improving the standards of the care

and education offered. The manager works effectively with the staff and outside agencies to ensure improvement and to provide an inclusive service for all children and parents attending. Staff are encouraged to attend regular training and they are supported to put what they have learned into practice which results in improved outcomes for children. The two recommendations from the last inspection were dealt with immediately after the inspection and now children and parents benefit from the improved policies and procedures with regard to complaints and the administration of medication.

Children are very well protected by the effective safeguarding procedures. All staff have attended training and they are very clear of their responsibilities. Staff are well qualified and there are robust systems in place for recruitment, selection and induction. Staff demonstrate a very strong understanding of how children learn and they show a commitment to providing good quality, inclusive care and education for the children. They assess their own practice and identify any training needs throughout the year. Staff of the centre work very well together as a team. Most of the necessary documentation is kept although details of who has legal contact with and parental responsibility for each child has not been requested and the name of each child's key worker is not recorded on the daily attendance register.

Partnership with parents and carers is good. Parents value the courses they are able to attend which enable them to better understand their children's behaviour and they develop self-confidence. They say that they appreciate the help of the supportive staff and their children really enjoy attending the centre. Staff are sensitive to individual parents' needs. Good links have been made with other providers of the EYFS which enables children to benefit from consistency in their care. Required records are in place and information on each child's individual needs is included. Detail from parents on what their child knows and can do is requested consistently and this has a positive impact on the progress that the child makes. Staff plan and evaluate activities effectively and use what they know about individual children to inform planning. Resources are plentiful, of excellent quality and are easily accessible.

Children are safe because staff assess and limit risks on a daily basis. Risk assessments are in place and are reviewed regularly.

The quality and standards of the early years provision

Children are provided with outstanding opportunities to help them to make progress across all areas of learning and development. Staff make regular observations of the children and talk to parents, discussing what children enjoy and can do, and they then base their planning on this information. Each child's observations are recorded in their attractive learning journey files which are full of photographs and recorded observations. The next steps in children's learning are identified and these form the basis for all the planned activities.

Children are confident, active learners. Staff offer sensitive support to the children to enable them to develop confidence and self-esteem. Children have made

excellent relationships with staff and other children and it is remarkable to see even children as young as two years old playing cooperatively together. For example, two children playing with radio controlled insect toys helping each other when their insect becomes stuck. A young child shakes a rattle for a baby who is upset at leaving his mother, showing concern and comforting him. Children behave extremely well. They are encouraged to think about the consequences of their actions and are praised for sharing. They have developed remarkable levels of concentration for such young children and this is shown particularly well during the heuristic play sessions.

All children are developing confidence in their physical skills as they use a wide range of tools, materials and equipment in their daily play. They learn to push and pull wheeled toys in the outside play area. They have many opportunities to experiment with a wide range of media and materials. For example, they pour the dry rice through the wheels and fill and empty containers, learning about volume. In the outdoor area they play with the wet sand, manoeuvring small vehicles, or covering them entirely. Staff are supremely skilled in developing children's language through the use of open-ended questions and books are displayed accessibly and attractively and enjoyed by babies and older children alike. Children's problem solving skills are fostered during heuristic play as they experiment with the wide range of different shapes and sizes of boxes, tins, chains and balls. They thoroughly enjoy taking things out of one box and putting them into another, working out how much will go into different containers. They spread silk scarves on the floor and dance on them, blow into tubes and pipes enjoying the different noises they make and they laugh with glee as they roll different sized hoops across the floor.

Staff create a safe, welcoming and supportive environment for children and adults. Children learn how to keep themselves safe by, for example, being shown how to use scissors safely. They develop an understanding of good hygiene and healthy eating as they follow the excellent example of the staff and wash their hands before eating and make healthy food choices during snack time. There is a very strong commitment throughout the centre to inclusive care and staff work very closely with parents and other professionals to ensure all children's individual needs are met and they are all confident and able to play a full part in the play sessions.

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?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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?	1
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

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

Since the last inspection there have been no complaints made to Ofsted.

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.