

St Wulstan's Child Care Group

Inspection report for early years provision

Unique reference number EY291703
Inspection date 06/11/2008
Inspector Edgar Hastings

Setting address St. Wulstans R C Primary School, Elmfield Walk,
STOURPORT-ON-SEVERN, Worcestershire, DY13 8TY

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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

St Wulstan's Child Care Group was registered in 2004. It operates from a porta cabin situated independently at the rear of St Wulstan's Roman Catholic Primary School, in the town of Stourport-on-Severn. A maximum of 30 children may attend the setting at any one time in the out of school groups, and 20 in the nursery. Children from the age of two to 14 years of age attend the setting. The setting is open each weekday from 07:30 to 18:00 throughout the year. All children share access to a secure enclosed outdoor play area including an adventure grassed area. The premises have disability access. The out of school groups also have use of additional rooms within St Wulstan's school.

There are currently 42 children aged from two to 14 years on roll. The setting offers support to children with learning difficulties and/or disabilities, and children who speak English as an additional language.

The setting employs six members of staff all of whom hold appropriate qualifications. The setting receives support from the local authority, and also has strong links with the Wyre Forest Providers Forums, Local Partnerships meetings, and the Pre-School Learning Alliance.

The setting is on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

Overall effectiveness of the early years provision

Children make good progress in all areas of learning because staff understand their individual needs very well. They provide a warm caring environment where learning is promoted successfully through a range of stimulating and enjoyable activities. All aspects of care and welfare are given top priority, and the high quality of relationships ensures children are becoming confident learners. The setting offers inclusive provision for all children including those with learning difficulties and/or disabilities, and those for whom English is an additional language. The partnership with parents, other agencies and groups, and the school is a key strength ensuring that the additional support provided meets the needs of all children very well. Constant improvements to the provision of experiences for children are also sought through an ongoing process of self evaluation, showing that the setting has the capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- implement the planning to provide a covered area so that outside learning is not restricted in inclement or poor weather

The leadership and management of the early years provision

The setting is very efficiently run with most effective procedures and policies in place to ensure the safeguarding, safety and wellbeing of children in the nursery. There are strict vetting procedures in place to ensure only suitable persons are employed to work there. All staff are appropriately qualified and undergo a regular programme of professional development. Risk assessments are carried out regularly to ensure all aspects of the premises and resources are safe for the children to use, and good attention paid to hygiene practices. The planning of regular routines enable children to become confident learners within a stimulating learning environment. Their experiences are enjoyable and support their progress well. Children are well behaved and respond very positively to adults and to each other. Newly admitted children are made to feel very welcome and this helps them to adapt quickly to their new surroundings.

The issue from the previous inspection has been addressed. The development and adaptation of the new building for the purpose has been thoughtfully planned, and now provides a stimulating learning environment for the Early Years Foundation Stage (EYFS). It is organised so as to make best use of the space available for different activities. For some of these activities it is necessary for them to take place outside in the secure play area, but this can be limited during inclement weather due to the lack of a covered area.

The staff work together well as a team. Each is designated the key person for a small group of children with whom they work regularly, and are responsible for monitoring their progress and planning the next steps in their learning. As part of the staff development programme the manager is currently training a senior member of staff to take on the responsibility of deputy manager. To ensure the process of continuous improvement all staff are involved in the evaluation process of the setting. The partnership with parents is seen as vital by the setting and greatly valued by the parents themselves. There are very good systems in place for communicating with parents. This is done through face-to-face meetings, home diaries, 'All about me' booklets to provide an early profile for newly admitted children, and letters and leaflets.

The quality and standards of the early years provision

Children make good progress in all areas of their learning and development because of the quality of the experiences that are provided for them. This was clearly evident during the early morning routine of registration and welcome. Children demonstrated their confidence in counting, selecting dates and days of the week on the calendar, and singing tunefully, and confidently, songs they know by heart. Fine motor skills are developing through opportunities to draw and produce bonfire paintings, and handling construction toys. Children are able to make choices of activities, and to respond to other children positively when working together. Children benefit from the opportunity to extend their learning through play and from the strength of relationships with other children and staff. This is helping to establish respect and trust, and the ability to share. Staff plan

carefully to provide enjoyable and stimulating experiences and activities that advance children's learning.

The new framework has been integrated into the planning of the activities for the nursery. Well-organised and accessible resources support learning well. The best use is made of the space available for laying out activities matching the different areas of learning, including the outdoor area. The shared use of the grassed adventure area, as well as the hard play area, is invaluable for providing the opportunity for regular physical activity and exercise. The children clearly enjoy their time out of doors. There are plans to develop part of this outdoor area currently not accessible to the children as Forest school area, through a grant application, to provide opportunities to develop their knowledge and understanding of the outdoor environment.

There are effective and well-devised systems in place to monitor the progress of all children, including the use of photographic evidence. This is used to plan the next steps in learning. At times this information is shared with parents, and with the school to aid the transition of those children transferring at age five. The setting enjoys good links with the school who also welcome the nursery children to attend festivals, class assemblies and story times.

All aspects of the children's welfare are very well promoted, and all requirements are met. Healthy eating is also promoted well and children bring healthy snacks that include fruit, yoghurt and fruit juices. Their behaviour is good, and they sit and eat together very well enjoying the chance to talk to each other. Children enjoy being in this setting due to the good quality of the provision made for them.

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?	1
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?	1
How well are children safeguarded?	2

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?	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

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.