

Major Steps Childcare

Inspection report for early years provision

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| Unique reference number | 103002 |
| Inspection date | 25/11/2008 |
| Inspector | Ron Hall |
| Setting address | St. Columb Major Children's Centre, Newquay Road, St. Columb Major, Cornwall, TR9 6RW |
| Telephone number | 01637 889124 |
| 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

Major Steps Childcare is managed by a voluntary committee made up of school staff and governors and members of the local community. It is registered on the EYFS register, the Childcare register and the Voluntary Childcare register. It opened in 1996 and operates from the St Columb Major Children's Centre and designated classrooms all sited within St Columb Major CP School. The setting has links with the EYFS provision in the primary school. It is situated in the town of St Columb, Cornwall. A maximum of 46 children may attend the day care provision and a maximum of 48 children may attend the out of school club at any one time. The provision is open each weekday from 8:00 until 18:00 for 50 weeks of the year. All children share access to a secure enclosed play area. There are currently 100 children, from three to eight years on roll. Children aged over eight years may also attend the out of school club. Of these, 40 children receive funding for nursery education. Children generally come from the local area. The setting currently supports a number of children with learning difficulties and/or disabilities and children who speak English as an additional language, and has excellent access for those with disabilities. The provision employs 23 staff, all have appropriate early years qualifications and six members of staff are currently working towards further qualifications. The setting receives support from an advisory teacher from Family Services and is a member of the Pre-school Learning Alliance.

Overall effectiveness of the early years provision

The provision is good overall as it provides a wide range of good opportunities for the exploration and development of all areas within the Every Child Matters agenda. It ensures the whole Early Years Foundation Stage curriculum is covered and takes into account the needs of all children and is fully inclusive. The provision has good capacity to make continuous improvement.

What steps need to be taken to improve provision further?

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

- develop closer links to the primary school's Early Years Foundation Stage setting to ensure a greater understanding of the EYFS curriculum and how this may be applied
- set challenging targets for all children
- develop the new birth – three facility and set challenging targets to improve progress and standards

The leadership and management of the early years provision

The leadership and management of the early years provision are good. The manager, ably assisted by her deputy and staff, are constantly improving the provision, continuously monitoring the impact on children's learning and ensuring

the highest quality teaching is present. There is a broad and well balanced curriculum, with good quality resources, targeted to the needs and requirements of the children at all ages. Staff have an in-depth knowledge of the standards and knowledge required of both EYFS and Every Child Matters. In the new birth to three unit children make satisfactory progress in their learning and their welfare needs are well catered for. However, this is a very new addition to the facilities and as such the leadership and management team have not had the opportunity to fully develop its potential. However, in the three to five unit, children make good progress.

Leadership and management have ensured all children are safeguarded and all regulations regarding recruitment have been carried out. Although the provision's self-evaluation form is not fully complete, the leadership and management team know their strengths and weaknesses well and so self-evaluation is good. Partnerships with the school, other educationalists such as childminders and other agencies are good, with the centre taking full advantage of the skills offered to them by the school and others. They now need to develop further the links with the school's EYFS facility to ensure a greater understanding of the EYFS curriculum.

Leadership and management have forged close links with parents and ensure they are kept fully aware of their child's progress and any other issues which occur, both on a daily informal basis and half-termly at formal review meetings.

The quality and standards of the early years provision

The quality and standards of the early years provision overall are good and meets the children's welfare needs well. Children generally enter the centre with skills expected for their age but generally leave above average. Staff ensure children in all areas are kept safe and have procedures in place to ensure they can not leave any of the premises without being seen. They discuss with the children ways of staying safe in a range of situations. The children know the building well and the procedures for fire safety. The provision holds regular fire drills and these are logged. There is a well maintained accident and medication log and parents clearly stated that they were fully aware of all procedures within the unit and were given full document packs.. Staff have a good understanding of child protection and all relevant documentation and information are in place.

Through the various activities on offer, staff teach ways of staying healthy and these include healthy eating options, medicines and fitness. Children are actively encouraged to participate in a range of physical activities and in conjunction with the school start the day with a Wake up and Shake up session. Children stated they enjoyed these and all their other activities.

The children clearly enjoy being in the centre and several stated it was fun. Activities encouraged learning and fully gained the interests of the children. A bread making activity included the whole range of EYFS learning goals and held the attention of and enthralled all the children for a very long time. The children were constantly referring to other areas of learning, their home environment and

were obviously using prior knowledge and understanding effectively. This suggests a positive outcome for their future economic well-being and development of life skills for the future. The way in which the children support each other in independent tasks aids future development well. Staff use children's work completed at home to develop and support learning in the centre and this is an active part of the centre/parent links. They extend the work covered in the centre to take into account any areas of learning that parents have requested their child to be supported in, as well as preparing them well for the transition to the primary school.

The relationships with parents are excellent and those seen were very positive about the provision. One stated, 'My child is full of what she has done and really enjoys coming. Staff keep me fully informed at all times and work on any problems she may have.' Parents supported the statement by leadership and management that parents knew about all procedures and especially in relation to complaints, although all stated they were very happy with the centre and the work it was doing. There centre has a complaints log but no complaints have been lodged.

The centre is well staffed with fully trained and experienced personnel, who rotate around the centre. This helps to ensure all staff are fully aware of all aspects of the centre as well as providing continuity for the children and in maintaining positive relationships. Staffing ratios are good and there are robust procedures in place to ensure this is the case at all times.

All required documentation is always available on site and there is a staff log book to show who is on duty and when. Children's records are complete and staff are aware of the individual needs of all children. These records are constantly updated and improved upon to ensure the best possible outcomes for the children. Staff now need to use this information to set challenging targets for the children.

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

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| 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

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| 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

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| 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 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.