

Howletch & Shotton Childcare

Inspection report for early years provision

Unique reference number EY362698
Inspection date 17/02/2009
Inspector Vivienne Dempsey

Setting address Howletch Lane Primary School, Pennine Drive, PETERLEE,
County Durham, SR8 2NQ

Telephone number 0191 5870193

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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

Howletch and Shotton Childcare was registered in 2007 and is operated by Howletch & Shotton Primary Childcare Limited. It operates from three rooms in a purpose-built building. Children have access to an enclosed outdoor play area. The nursery is situated in a residential area of Peterlee, County Durham. It is open each weekday from 08.00 to 18.00 for 50 weeks of the year.

The nursery is also registered on the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children may attend the nursery at any one time. There are currently 53 children aged from birth to under five years on roll, some in part-time places.

The nursery is able to support children with learning difficulties and/or disabilities. There are 12 members of staff, all of whom hold appropriate early years qualifications to at least NVQ level 2. Eight members of staff have, and two members of staff are working towards, a level 3 qualification. Two members of staff are currently working towards an Early Years Foundation degree.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Staff provide a very welcoming and secure environment, in which children's welfare is successfully promoted. All children make good progress towards the early learning goals. Effective links with parents and the local school help to build positive relationships and ensure that the needs of all children are very well met. Good systems are in place to support children with learning difficulties and disabilities. The staff work closely with parents, partners and children to establish the settings strengths and areas for improvement and take effective steps to improve their practice.

What steps need to be taken to improve provision further?

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

- further develop observation, assessment and planning systems, to effectively challenge and support children's individual learning needs.

The leadership and management of the early years provision

The setting is led and managed very well by a keen and committed team. They strive to continually improve the provision and to promote outcomes for children. Staff involve children, parents and partners in the self-evaluation system. For example, toddlers and pre-school children take photographs of what they like and dislike in the nursery setting. Staff then use the photographs to develop resources and activities they provide. This keeps children interested and helps to develop their confidence and self-esteem. The staff work closely with directors and staff

from the local school to implement the Early years Foundation Stage (EYFS) learning, development and care requirements. A good range of training opportunities ensures staff keep up to date with childcare issues and have appropriate qualifications.

Effective partnerships between the setting and parents have been developed. Approachable staff provide a welcoming atmosphere, which helps to create effective communication links with parents. For example, parents are continually informed of children's learning and development as their 'moving on' files, which contain observations of children's progress, are available to take home weekly. Parents are welcomed to comment on and have input into children's learning, development and care. Daily diaries also keep parents informed of daily activities and children's care routines. Very good links with parents and school are in place to support transition between the setting and school. All of which has a positive impact on children's care, development and learning.

Staff take the necessary steps to safeguard and promote the welfare of children. For example, a good range of information is collected from parents to ensure staff meet children's individual needs. Visitors are closely monitored and staff are aware of the safeguarding children policy and procedure. A comprehensive range of policies and procedures are in place for the safe and efficient management of the setting and are available to parents. Rigorous systems are in place for recruitment and vetting of staff and an in-depth induction procedure is in place to ensure staff are aware of routines, policies and procedures. This helps to protect children's safety.

The quality and standards of the early years provision

Staff have a good understanding of the EYFS learning and development requirements and work closely with parents and partners to help children progress towards the early learning goals. Staff have developed a stimulating and varied environment which supports children's learning and development well. They ensure a good balance of child initiated and adult led activities. Children are given choices about what they do, which promotes their confidence and self-esteem. Good systems are in place to observe, assess and plan to meet young children's needs and interests. Staff work closely with parents to identify children's starting points and use this information to build on children's existing learning and development. Activities and resources are planned to meet the wide ranging and varied interests of children, however, next steps in children's learning are not always clearly identified.

Children are supported to make sense of the world around them. For example, toddlers and pre-school children enjoy playing in the snow and making 'snowmen'. This helps them to learn about the properties of snow and provides them with opportunities to question how and why. Babies enjoy using large chalks and paint to make marks, which helps develop their early writing skills. Children are keen to do things for themselves and staff support children's growing independence well. For example, children confidently serve their own meals and tidy their pots away after lunch.

Activities are interesting and encourage children's thirst for learning. The well-designed outdoor area provides opportunities for energetic play. Appropriate clothing is provided so children can enjoy the outdoor area in all weathers. All children have daily opportunities to access the outdoor area, where they are able to move with confidence and safety, developing an awareness of space, themselves and others. Children are supported well to develop an understanding of the importance of physical activity and making healthy choices in relation to food. For example, healthy snacks and drinks are available throughout the day. They also take part in range of activities to develop their awareness of healthy foods.

Children take part in regular fire evacuation drills and visits from the local fire service. This develops their understanding of fire safety. Children learn about healthy routines and practices, for example, washing hands before meals and snacks and after using the bathroom. Pre-school children manage their own personal hygiene well and understand why they need to wash their hands 'to get the germs off'.

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? | 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.