

# Kinsley & Fitzwilliam Community Resource Centre Creche

Inspection report for early years provision

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<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 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**

Kinsley and Fitzwilliam Community Resource Centre Crèche was registered in 2000, initially providing sessional day care and progressing to full day care in 2003. It is run by a non-profit making organisation which is part funded through Adult Education. It provides full day care for members of the local community undertaking adult education training and people in employment, lone parents, teenage parents and parents/carers requiring respite care. The crèche is registered on the Early Years Register and compulsory part of the Childcare Register.

The crèche is situated in the centre of Fitzwilliam within close proximity of Kinsley and Hemsworth, West Yorkshire. The accommodation is at ground level with two main care rooms for children, one of which is used as a quiet room. There is also access to a kitchen and enclosed outdoor play area.

The crèche is registered to provide care for 11 children under the age of eight. There are currently 31 children on roll. Children attend a variety of sessions. It is currently open from 09.00 until 16.00 Monday to Friday, term time only. There are two full time staff and two part time staff working with the children, all of whom hold appropriate level 3 childcare qualifications.

## **Overall effectiveness of the early years provision**

Overall, the standard of the provision is good. It provides very effectively for children in the Early Years Foundation Stage (EYFS). The staff create a safe and extremely welcoming environment and are very skilled in making sure that all children benefit from the wide range of resources and activities provided. Management and staff work extremely well together and are very aware of the strengths and areas for improvement within the setting. They constantly strive to improve the experience of the children who attend.

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

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

- provide a stimulating and interesting outside play area for children and further develop outside opportunities for children to be inquisitive learners
- improve parents accessibility to questionnaires, in order to include all creche users.

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

Parents and staff establish good relationships. Parents receive regular information via the room notice board, child profiles, daily sheets and chats from the key people working with their child. An effective key person system is in place, which includes obtaining information about children before they start at the crèche, such

as their interests, likes and dislikes. These have been extended to obtaining children's starting points and abilities from parents as they enter the crèche. This ensures children receive consistent and very good care from the staff.

Children's care and learning is enhanced because the management has a clear sense of direction. Management and staff show a real commitment and understanding of their individual roles within the crèche and work very well together. All the required policies and procedures for the safe management of the children are in place. All staff have attended safeguarding training and are aware of the procedures to follow should they have concerns regarding a child in their care. Risk assessments and fire evacuations are regularly undertaken to promote children's safety throughout the crèche and when using the outside area. For example, high priority is given to practising fire evacuations on different days at varying times, due to different children attending various sessions.

Management and staff have made significant improvements since the last inspection; all recommendations have been fully addressed. They have been enthusiastic and proactive in updating and reviewing policies, procedures and systems to fully support requirements and legislation of the EYFS. This has made a significant impact in supporting the children and the provision. They have sought advice and guidance and implemented good simple strategies and systems, which are understood by all the staff. These work well in supporting the staff and the children. An appraisal system is in place that enables staff to identify their individual strengths, development and training needs.

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

Staff demonstrate a good understanding of the EYFS and are effective in helping children progress well in all areas of learning. Planning is developed through daily observations undertaken on all children and this ensures it is flexible and takes into account the interests and individual ideas of each child. Appropriate procedures are in place to enable parents to view their children's learning records. Parents' views are sought verbally and through the centre student questionnaires, however, the questionnaires are not accessed by other crèche parents.

Children relish their time at the crèche. They establish warm and comfortable relationships with the staff and receive cuddles and praise throughout their stay. Children develop independence due to the arrangement of resources and encouragement from the staff. For example, easy accessible resources allow them to select the toys and equipment they wish to use. Children in the crèche have good access to comfortable and cosy areas. High ratios enhance staff deployment and promote children's enjoyment of individual time and attention. Staff's good consideration in providing continual access to resources and activities, ensures children can revisit these and refine their skills.

Children have very good opportunities to develop their mathematical and literacy skills. For example, they learn to recognize familiar letters, words and numbers through a range of labels and displays within the crèche environment. Children express themselves and use their imagination exceptionally well through good

opportunities and staff's skilful support in extending play experiences. They play at going on a train journey. Staff skilfully encourage children to count the carriages, talk about the length of the train and introduce new vocabulary as they talk about what they need, where they are going and what they see along the way. This activity and the staff's skills promote many learning opportunities. Children and staff effectively use large bricks to construct and talk about shapes and colours. Very good accessible resources and support are available for children to develop and refine early literacy and writing skills.

All children participate enthusiastically and eagerly in adult and child initiated activities, such as playing at trains and going on trips. Children develop an awareness of the world around them as they visit the library and duck pond. They develop an awareness of caring for growing things as they plant seeds and learn about the life cycle of creatures. They use a good range of natural materials in the crèche and have very stimulating and interesting areas for the children to access. However, the outside play area is less stimulating and interesting. Children have limited outside opportunities to carry out simple experiments and to investigate how and why things work and to promote simple problem solving.

Staff obtain information regarding children's dietary needs and regularly review these to ensure their dietary needs are met. Mealtimes are sociable occasions with children enjoying a good range of healthy and nutritious foods. Drinking water is freely available for all children to easily access. High priority is given to children having regular opportunities to access fresh air and exercise in the outdoor area. Effective policies and procedures are followed by staff to ensure the health of children. For example, all staff hold appropriate first aid qualifications and children follow good routines of hand washing. Both pictorial and written reminders of good hygiene help promote children's awareness. Children learn to keep themselves safe through simple reminders and explanations from staff, such as asking children to be careful with the skipping ropes and why.

## 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

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met