

Greenhays Childcare Centre

Inspection report for early years provision

Unique reference number	251498
Inspection date	18/05/2009
Inspector	Margaret Elizabeth Roberts
Setting address	Green Lane, Red Lodge, Bury St. Edmunds, Suffolk, IP28 8LD
Telephone number	01638 750658
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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 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

Greenhays Childcare Centre is privately owned and managed. It opened in 1986 and operates from two main rooms of a converted mushroom farm building in Red Lodge, Suffolk. A maximum of 38 children aged nought to under eight years may attend the group at any one time. It is open each weekday from 07.30 to 17.30 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. There are currently 32 children attending, all of whom are in the Early Years Foundation Stage (EYFS), with some receiving funding for early education. The setting supports children with English as an additional language. There are six members of staff, who work with the children. Of these, three hold appropriate early years qualifications and two are working towards a qualification. The provision is registered on the Early Years Register and compulsory parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Greenhays Childcare Centre provides effectively for children in the EYFS. The setting works closely with parents and carers, to ensure that children's needs are met. A safe environment has been created with most documentation maintained to a high standard to support children's welfare. Improvements have been made since the last inspection to improve outcomes for children. Children are happy, contented individuals who thrive in this secure and homely learning environment.

What steps need to be taken to improve provision further?

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

- link the observations made on children to the early learning goals, to give a clear picture of children's progress
- ensure that accident recordings are clear to understand and maintained accurately.

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

- devise and implement an effective policy on administering medicines. (Safeguarding and promoting children's welfare).

08/06/2009

The leadership and management of the early years provision

Children's welfare, learning and development are promoted very well because staff have a very good understanding of the requirements set out in the EYFS. Staff who have appropriate qualifications and a wealth of childcare experience are

deployed effectively to ensure that the needs of all the children attending can be met. They are actively encouraged to access further training to update their knowledge. Children are kept exceptionally safe through the extremely robust vetting systems that are in place to ensure that all adults looking after children are suitable to do so. Risk assessments that are conducted cover everything that children may come into contact with and minimises any hazards to them whilst playing in the setting. Staff are able to respond appropriately should they have concerns that any child might be neglected or abused because they have an understanding of the procedures to follow to safeguard children.

The relevant documentation that is in place, most of which is maintained very well, helps staff to carry out their work. However, the procedures for the administering of medicines and the recording of accidents are not clear or easy to understand and could compromise children's medical needs. The self-evaluation that managers undertake helps to identify the strengths and weaknesses of the provision enabling improvements to be made. This has resulted in changes being made since the last inspection to keep children safe, improve their comfort and promote their learning further during their time spent at the setting. Parents are provided with very good quality information about the early years provision and are kept well informed about their children's achievements and progress. Parents state how happy they are with the setting and the good two-way flow of communication, either verbally or displayed on noticeboards. They feel that they are able to approach any member of staff, who they find are all extremely friendly and helpful, with any concerns that they may have about their children ensuring that their needs can be met at all times. This results in positive working relationships being built with parents, supporting children's emotional security and helping them to settle quickly in this caring environment.

The quality and standards of the early years provision

Children are motivated to learn in this busy setting as they access many opportunities to help them make progress towards the early learning goals. Staff provide children of all ages with appropriate, challenging experiences, particularly indoors. Older children are able to let off 'steam' by running around or using climbing apparatus, in the garden area, which staff have identified as an area that they wish to improve upon. Staff have a good knowledge of how children learn effectively and plan a range of suitable adult-led and child-initiated activities. They are particularly skilled in asking simple open-ended questions to promote children's listening and thinking skills. Planning is based on each child's individual interests and results in making children's learning effective, exciting, varied and progressive. Children who have English as an additional language are fully integrated into the setting, playing and working alongside their peers happily.

Children are confident, competent learners who are able to approach visitors and initiate conversations. They are able to recognise their own names and read the names of others that are printed on cups as they lay the table for meal time. The valuable use of number in everyday situations promoted children's understanding of numeracy and problem solving. Most children are able to count to eight and beyond, with children who are aged just two counting to five independently.

Children in the baby/toddler room enjoy warm relationships with their key person, who meets their personal needs. The young children in this room thoroughly enjoy playing in the water with bubbles added, with staff ensuring that all children regardless of age can take part. Children in the pre-school room are supported by a staff team who actively take part in their play, valuing children's contribution. Children in this room have easy going relationships with staff and show their enjoyment through laughing with them, often joking about what they are doing. Sensitive observations are made of children's progress from birth to under five, which are shared with parents so that they can be involved in their child's learning and development. However, the observations are not always linked to the early learning goals to ensure that a clear picture is built of children's progress.

Children are welcomed into a safe, homely environment where they enjoy themselves immensely. They are taught how to use resources safely through gentle reminders by staff to sit on chairs properly because they might fall and hurt themselves. Children's good health and well-being are promoted through the good practises used by staff to prevent the spread of infection. They learn about personal hygiene through the daily routines, where they are given time to rest or be active, which in turn contributes to a healthy lifestyle. Children needing to rest can do so undisturbed in the sleeping rooms where they are checked on regularly to ensure their safety further. Organisation of the premises and resources allows children to choose freely from the activities available, increasing their independence and meeting their individual needs.

Children behave exceptionally well as they follow the staff's good role model. They are extremely kind and considerate to one another, sharing and taking turns. They bring in items from home and share these with their friends, sitting next to one another, colouring in the same picture, with patience and understanding. Children are well mannered, saying 'please' and 'thank you' and stepping aside for others to pass by easily and safely. The praise and encouragement that is given freely by staff helps to develop children's self-esteem and confidence.

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?	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

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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