

Rydale Childrens Centre

Inspection report for early years provision

Unique reference number	EY370254
Inspection date	15/01/2009
Inspector	Sally Ann Smith

Setting address	Rydale Childrens Centre, 5 Reigate Drive, DERBY, DE22 4EN
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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

Rydale Children's Centre opened in 2008 and operates from a two-storey building in Derby. Although immediate access to the building does not pose a problem, the kindergarten is on the first floor, potentially making accessibility difficult for some. There is a fully enclosed garden available for outdoor play.

The setting is registered to care for 66 children from birth to under eight years. There are currently 87 children on roll. The provision is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The setting is open each weekday all-year-round from 07.30 to 18.00 and operates before and after school and in school holidays. There are 19 staff who work with the children. Of these, 15 hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Children are very settled in their environment and a wide range of stimulating and enjoyable activities are available which support their learning and development well. Their individual needs are appropriately fostered as staff establish exceptionally good partnerships with parents and others. Extremely effective processes are in place to monitor and evaluate the setting and target specific areas for improvement which are continuous and ongoing.

What steps need to be taken to improve provision further?

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

- develop further the planning so that the next steps for each child's development is identified
- develop further opportunities for children to become aware of, explore and question differences in ethnicity, language, religion, culture, special educational needs and disability issues.

The leadership and management of the early years provision

The setting continually strives for improvement and has exceptionally high aspirations for the quality of care and learning it provides for children. Practice is regularly evaluated to ensure that staff are focused on meeting the needs of all children. Training is provided to enhance staff's knowledge and understanding. For example, in a music and movement session, staff pretended they were leaves blowing in the wind, the object of the exercise to break down their inhibitions which could then be transferred to practice. Those in charge value staff's contributions and recognise their commitment in ensuring the setting runs smoothly and practice is of a consistently good standard. The managers are very proactive in supporting all staff with regard to training and getting the absolute best out of them in terms of utilising their skills. Self-evaluation considers the

views of staff, parents and children in identifying areas for ongoing improvement. Significant improvements have been made since the last inspection, particularly in the area of outdoor play which provides stimulating play opportunities for children.

Staff go to considerable lengths to establish positive partnerships with parents and as a result they are a key strength of the setting. Parents receive comprehensive information about all aspects of their child's welfare, learning and development. Their views and opinions are sought and incorporated into the routine and planning so that the individual needs of children are met. Daily diaries provide a two-way exchange of information, and questionnaires and surveys provide further opportunities for parents to put forward suggestions. These are always acknowledged by staff even if they are not feasible at the time. Parents receive weekly information as to how they can support and consolidate their child's learning at home. Parents are encouraged to record 'wow' moments of something special their child has achieved and share these with staff. These are often displayed in the entrance but always recorded in the child's development profile. Effective systems are in place to share information with other settings as staff liaise with local schools and playgroups.

Policies and procedures are effective to ensure children's welfare is promoted. Documentation is well organised and a full range of policies are available for parents to view in the main entrance. Risk assessments are regularly completed with monthly checks undertaken and staff are very proactive in taking appropriate action. The accident book is analysed regularly to identify any specific areas of concern and strategies put in place to minimise potential hazards to children. Effective procedures are in place for emergency evacuation and those children old enough will happily discuss how they exit the building and where to assemble. Staff knowledge of safeguarding procedures is good and they are familiar with potential signs of abuse and know how to report concerns appropriately.

The quality and standards of the early years provision

Staff have a very good understanding of the requirements of the Early Years Foundation Stage and ensure that these are firmly embedded in daily routines and practice. They support children's learning so that they can progress towards the early learning goals. They know children well and deploy themselves effectively so that additional help can be provided if required. They plan an interesting range of activities that aim to stimulate children and maintain their interest. Planning takes account of the six areas of learning to ensure that each area is given equal focus. Staff ensure that both boys and girls participate in all areas of play and use ingenious strategies to encourage this. For example, a car and train theme is deployed to encourage boys to develop early mark-making skills and they draw train tracks and roads. The role play area becomes a building site with tape measures and clip boards to record observations. They attempt to write their names before 'booking' a wheeled toy to play on. Regular observations are undertaken and used to assess where children are at and targets set by the child's key person. However, this information is not consistently used to inform planning so that all staff are able to adapt activities accordingly and challenge all children.

The rooms are stimulating and brightly decorated with many of the children's creative work displayed on the walls. These, along with photographs and posters, are at the children's level and they often point and talk about these with pride. In addition resources are all easily accessible enabling children to make choices and decisions about their play. Often when they have completed some artwork they will put it in their named drawer to take home. Staff engage with the children well, listening intently to what they say, particularly in group activities and at mealtimes. Children are confident and carry out many tasks independently. They know where to access aprons and put these on before painting and then hang them up again when finished. Older children help themselves to snack and attempt to cut up their food at mealtimes. Younger children attempt to feed themselves and when the food is a little hot, they blow on it to cool it down.

Healthy and nutritious meals are provided and children regularly eat fresh fruit and vegetables, many of which are grown in their vegetable plot in the garden. The children tend and nurture the plants and help to dig them up, wash and prepare them for meals. Some of the produce is taken home to share with their families. Children learn how to make compost which in turn feeds their plants. There are clear hygiene routines implemented and good explanation is given by staff so that children know why they need to wash their hands before they eat their lunch. They know that germs can be transferred to food particularly if they are poorly so additional care must be taken. All children requiring a sleep are provided with their own bedding, staff wear protective aprons when serving food or changing nappies. In addition, there is an effective policy for the exclusion of children who have an infectious illness. This clearly helps to limit the spread of infection.

Children behave well at all times and are very clear about the boundaries set. Regular praise is given to children and their achievements recognised, these being displayed for all to see. Children play well and develop good relationships with each other and staff. Children have lots of fun and develop their physical skills when playing in the outside area which is accessed in all weathers. They collect snails to study and then carry out observational paintings. Worms are carefully dug up for a wormery and observed as they go about their business. Excellent use is made of the home corners in each of the rooms and children make connections with their own experiences as they talk about their families, siblings and pets. Children have some opportunities to learn about celebrations and festivals, although planned activities to look at cultural diversity and disability is limited.

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.	1

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?	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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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

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the requirements of the Early Years Register.

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.