

Summerhill's Little Treasures

Inspection report for early years provision

Unique reference number	EY373595
Inspection date	09/02/2009
Inspector	Jasvinder Kaur
Setting address	Upper Church Lane, Tipton, West Midlands, Dy4 9PS
Telephone number	0121 5202648
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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

Summerhill Little Treasures registered in 2008 and is run by a governing body. The setting operates from a purpose built building in a school in Tipton West Midlands. The premises are easily accessible for children with mobility issues as all areas, including toilets, are located on the ground floor. There is a provision for outdoor play.

The setting is registered to care for a maximum of 60 children aged from six weeks to under eight years at any one time. There are currently 87 children attending who are within the Early Years Foundation Stage (EYFS), some of whom attend on a part-time basis. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary Childcare Register.

The setting operates Monday to Friday, 08.00 to 18.00 for 50 weeks of the year.

There are seven members of staff working directly with the children, six of whom hold relevant childcare and education qualifications. One staff member is currently working towards Level 2 qualification. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Generally, the children are provided for effectively, although one of the specific legal requirements is not met, which means that children's welfare and safety is not fully protected. Children settle well and are engaged in play which interests and stimulates them.

Consequently, children make progress in all areas of learning, given age, ability and starting point. Inclusive practice is provided for those children who attend taking account of individual needs and backgrounds. Children benefit from the setting's positive partnership with parents and carers and other professionals including the school.

What steps need to be taken to improve provision further?

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

- develop further staff understanding of how to use everyday routines to enrich children's learning experiences, and ensure the activities are evaluated to identify strengths and possible improvements
- increase opportunities for children to develop their independence by being able to access drinking water
- improve further the system of sharing information with staff, especially in regard to maintaining the confidentiality of specific children's needs

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

- ensure the procedure for dealing with allegations

23/02/2009

against staff includes appropriate record in line with Local Safeguarding Children Boards (LSCB) guidance and that all members of staff understand the safeguarding policy and procedures.

The leadership and management of the early years provision

Children's care and welfare are appropriately promoted in most areas, as some of the staff update most of their professional skills. They attend some training courses and workshops including food hygiene, inclusion, child protection, first aid and the Early Years Foundation Stage (EYFS). However, not all staff fully understand the safeguarding policy and procedures, nor does the setting ensure that procedures in respect of allegations against staff are recorded in line with the guidance given by the Local Safeguarding Children Board (LSCB). Subsequently, children's welfare and safety is not promoted.

Adequate procedures are in place for ensuring that children are cared for by staff who have appropriate qualifications in childcare, are experienced and have completed suitable checks. They also take pleasure in working with children. There is a good security system in place for the premises. Appropriate risk assessment and daily safety checks are carried out in all areas to eliminate risks. The manager and most staff are able to identify targets for further improvements in children's care, learning and development. Recent examples are updating most policies and procedures and extending information in daily diaries to accommodate children's specific needs in line with parents requests. Close links with the school staff and ongoing training are the key strengths of the provision, and these assist staff to develop the planning of activities to meet the requirements of the EYFS framework. A wide selection of resources is available depicting positive images of diversity to encourage children to understand and respect the values and differences of others. Staff are aware of the Code of Practice in respect of special needs. Their association with the district Special Educational Needs Co-ordinator (SENCO) and other professionals allows staff to seek advice and support to ensure children's needs are met effectively. This means inclusive practice is promoted to help all children achieve their potential.

Most required policies and procedures including the complaint procedure and children's records are suitably maintained, shared with parents and readily available for inspection. However, confidentiality is not always maintained in regard to the children's specific needs. Parents are encouraged to comment on the provision. Comments show how parents value the standard of care and learning given to their children.

The quality and standards of the early years provision

Children make good progress through staff recognising the uniqueness of each child. An effective key person system ensures that babies and older children become familiar with the provision and feel confident and safe. Children benefit

from appropriate child to staff ratios. As a result children have good individual attention and show good levels of concentration which helps their development. Good quality resources are deployed effectively to enable children to have free access and make choices of their play. Premises are welcoming to children, with a wealth of displays of their own art work and colourful posters in all playrooms. Babies, including new arrivals, receive positive interaction from staff, who spend time talking to, holding and playing with them. Lots of cuddles, one-to-one attention and eye contact help to promote their wellbeing. A variety of toys and equipment including mirrors help babies to become aware of themselves and develop a curiosity about things and their environment. The staff are developing their observation and recording methods appropriately to ensure that each child's needs are being met. All staff contribute to planning of activities. This includes detailed information on the six areas of learning and development to cater for the needs of the individual and to plan next steps in learning, although activities are not always evaluated to identify strengths and possible improvements.

Children investigate objects and materials and find out how things work by, for instance, floating items in water. Exploration through paint, dough and sand helps children represent their experiences, feelings and ideas in a variety of ways. They use their imagination and skills to make aquariums and various collages. Access to the school library, good organisation of resources and the questioning skills of staff help children to develop their communication abilities. The book area is made inviting, to encourage the children to help themselves to books and read stories with staff and peers. Children use paper, pencils and crayons in the writing area to make marks and write for a variety of purposes. They have good opportunities to develop simple calculation skills and to learn about differences in size and patterns. However, opportunities for children to develop skills and awareness at meal times are not exploited. Themed activities about underwater life teach children about the natural world and differences in species. There is a stimulating room where the children can explore a wide range of sensory experience. A good variety of programmable toys and an interactive white board give children opportunities to begin to develop their understanding of how technology can help them in their everyday lives.

Children understand the importance of basic personal hygiene and wash their hands before they eat and after using the toilet, playing in the sand, painting or other messy activities. They enjoy freshly cooked healthy and nutritious meals and fresh fruits at snack times, although independent access to drinking water is minimal. Access to the open plan outdoor play area, the use of physical play equipment and enthusiastic participation in outdoor games promote children's physical development. Their coordination and spatial awareness develops, as they play with their pushchairs and take part in group games. Children are well behaved and develop good awareness of right and wrong, responding positively to guidance and instruction from staff. They are encouraged and praised, and their efforts are acknowledged through displays of their art work. Children learn how to keep themselves safe through planned activities such as 'stranger danger', daily routines and simple rules of which they are reminded during indoor and outdoor play.

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?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	4

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?	3
How well are children helped to stay safe?	3
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?	3

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years section of the report 23/02/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years section of the report. 23/02/2009

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 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.