

Blandford Opportunity Group

Inspection report for early years provision

Unique reference number 141094
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Inspector Carole Argles

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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).

Description of the setting

Blandford Opportunity Group was opened in 1992 to support children who have learning difficulties or disabilities and their families. It is a charitable organisation run by a voluntary management committee. The provision operates from premises situated in a residential area close to the centre of Blandford Forum, Dorset. Children use four playrooms, including a sensory room, and there is an enclosed outside play area. A room is set aside for parents to use.

Blandford Opportunity Group is registered on the Early Years Register and may provide care for a maximum of 12 children aged from birth to five at any one time. It opens on Tuesday, Wednesday and Friday mornings from 09.30 to 12.00, during school term times.

There are currently 19 children on the roll. All children attend one session per week. The provision is in receipt of funding for early education for three and four-year-olds. The children come from a wide area and all are referred to the provision by staff from the statutory services.

There are six staff who work with the children. The manager holds a relevant level 4 qualification. One member of staff holds qualified teacher status. Two members of staff hold appropriate level 3 early years qualifications and two hold level 2 qualifications. Additional regular volunteer staff work with the children.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The inclusion and support of all children is given high priority and there is a very happy and welcoming atmosphere at the group. Effective implementation of the policies and procedures ensures that children are safe and very well cared for. There are excellent partnerships between the staff, parents and other agencies involved with the children. This is a key strength and contributes significantly to ensuring that their individual needs are met and that children make very good progress given their capabilities and starting points. Staff are enthusiastic and fully committed to the continued development of the provision for the benefit of the children and their families.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- give further consideration to the importance and value of the outdoor learning when planning activities
- consider ways of making the main hall a more reassuring and comfortable environment for all

The leadership and management of the early years provision

The staff have a clear understanding of their roles and responsibilities and work efficiently together so that sessions run seamlessly for the children. The high staff ratios ensure that children receive excellent levels of attention and one-to-one support. All the policies and procedures necessary to ensure their safety and welfare are implemented effectively. For example, rigorous hygiene and cleaning routines to minimise the risk of cross infection and the safety of the premises and equipment is checked daily. Children are protected from harm by the robust recruitment and safeguarding procedures. Staff undertake specific training and work closely with parents so that children who have complex health needs can be fully included.

There are effective self-evaluation systems in place to help the provider and staff identify areas for further improvement. Annual appraisals and parent questionnaires are carried out. Staff meet after every session to monitor and evaluate the activities and children's achievements. They frequently undertake well-targeted training and they put the skills and knowledge gained into practice to ensure there is a positive impact on children's welfare and learning.

Recommendations made at the previous inspection, for example, concerning recruitment and record keeping procedures, have been addressed and these have enhanced the children's safety, welfare and development. Careful consideration is given when choosing new equipment. For example, the recent purchase of a specially adapted wheeled toy allowed children with limited mobility to be fully included in physical play activities.

There is an excellent exchange of information between staff, parents and other agencies which ensures there is continuity in children's care and development. Parents are respected as equal partners and involved in all decisions about their child's welfare and learning. Daily discussions and termly reports keep them well informed about their child's progress and achievements and good quality information about the provision is readily available. Many parents remain at the premises during the sessions and a comfortable room is provided where they can meet informally and relax.

The quality and standards of the early years provision

Children are happy, settled and develop good self-esteem. There is a strong key person system and staff develop warm and friendly relationships with children and their parents. They know each child well and are very responsive to their needs and feelings and make sure that they are comfortable and secure. The high levels of staff interaction helps the children develop good communication skills, both orally and through signing. Staff manage children's behaviour effectively, making very good use of positive reinforcement so that they understand what is expected of them. Children learn to relate well to their peers and to share fairly and take turns. They wait patiently for their food at snack time and for their turn to use instruments during music activities. Children develop good self-esteem. They are praised so they know when they have done well and all their achievements are

recognised and celebrated.

Staff make good use of the premises to create a stimulating environment where children take part in a wide variety of activities and use an extensive range of equipment. Most rooms are well laid out and have many displays of posters and artwork to create child-friendly areas. Children enjoy using the well-equipped sensory room where they can explore and investigate or relax. However, the main hall is not as welcoming as other areas. The routine of the sessions includes time for children to be active and use equipment that is well adapted to their individual requirements. This supports their physical development effectively. However, although children frequently play outside, staff do not always consider how they can use this area when planning activities.

Careful tailoring of activities to individual needs contributes very effectively to helping children reach their full potential. Staff have a comprehensive overview of what each child can do because they work closely with their parents and others involved with their care, including practitioners at other settings. Staff observe and assess the children daily, noting their achievements. They use this information to plan small and manageable steps in their learning. Children respond well to this approach and enjoy what they do. Many children show sustained involvement with activities, for example, when using the computer, painting or taking part in matching and sorting games. Children make decisions about what they do and follow their own interests, for example, choosing to dress up or share a book with staff. They are encouraged to be independent and learn skills that will help them in their future lives. Some pour their drinks unaided and use knives safely to cut up food at snack time. They learn about good hygiene and clean their hands before eating. They help to grow vegetables and take part in cooking activities and are encouraged to try new foods so they enjoy a healthy and varied diet. However, staff are always vigilant and make sure that special dietary requirements are met. Pretend play is used effectively to help children think about their safety. For example, staff encourage them to use oven gloves to handle 'hot' food, explaining why this is important.

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?	1
How well does the provision promote inclusive practice?	1
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?	1
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?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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 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 previous inspection.

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.