

Dulverton Childrens Centre

Inspection report for early years provision

Unique reference number

EY370857

Inspection date

09/02/2009

Inspector

Elaine Douglas

Setting address

All Saints School, Fisher Mead, Dulverton, Somerset, TA22 9EN

Telephone number

01398 324360

Email

rbatten@educ.somerset.gov.uk

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

Dulverton Children's Centre opened in 2005 and was re-registered by Somerset County Council in 2008. The nursery is part of the children's centre which also provides family support and health services. It operates from a new building attached to All Saints First School in Dulverton. Children have access to the main open plan room, which is divided to provide care for the non-mobile children. They also have direct access to the local authority nursery room during the school holidays. The main play area has toilets, a kitchen, a sleep room and office facilities. The nursery has a separate quiet room and a porch area for children's coats. All rooms lead out into an enclosed garden which has both grass and hard standing areas. The building has been designed to ensure the full integration of children with additional needs.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 48 children may attend the nursery at any one time when they have use of the local authority nursery. There are currently 58 children in the early years age range on roll, some attend before and/or after attending the local authority nursery. The nursery currently supports a number of children with learning difficulties and/or disabilities and English as an additional language. Children come from Dulverton and the surrounding villages. The setting is open Monday to Friday 08:00 to 18:00 for 50 weeks of the year.

There are ten members of staff, of whom five hold a level 3 early years qualification and two hold a level 2; seven staff are working towards a higher qualification. The group are supported by an early years teacher, a lunchtime administrator and three supply staff. The setting provides funded early education for three and four-year-olds.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The strong management team regularly reflect on their practice. They are skilled at identifying key areas of improvement in order to promote positive outcomes for children. They provide excellent support for the staff team which ensures an inclusive provision, where children's individual needs are given high priority. Children develop generally good practices to promote a healthy and safe lifestyle. They are motivated to learn through good interaction and an enabling environment, which means they make good progress and enjoy their time at the setting. The good partnership with parents, the school and other agencies ensures any additional support is provided and children's differences are valued.

What steps need to be taken to improve provision further?

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

- monitor the new system for increasing parents' contributions to assessments,

- to ensure accurate starting points are recorded
- keep accurate records of any existing injuries to further safeguard children

The leadership and management of the early years provision

The management team have highly effective systems for monitoring the quality of the provision and identifying any areas for development. Parents' and children's opinions are actively sought. Self-evaluation and recommendations from outside agencies are regularly reviewed, and used to enhance practice. For example, in-service days have been used to focus on planning and assessment, and a parents' group is currently being set up. The need for all staff to be involved in the evaluation process has been identified. This ensures all contributions are valued and there is a shared commitment to ongoing improvements. Parents receive extensive information on the provision and on their child's learning and development. For example, they have opportunities for daily discussions with staff, to attend a review each term and find out about the Early Years Foundation Stage, and have daily access to the policies and procedures. The good partnership ensures that children's individual needs are met, and pictorial signs around the whole centre contributes towards an inclusive provision for both children and their parents.

Children are safeguarded through good procedures. Daily risk assessments and excellent security keep children safe while on the premises. Positive behaviour management contributes significantly to children's understanding of keeping themselves safe. For example, children know they must stay together and not wander off while walking through the school to the hall. Staff have a good understanding of child protection issues and a good range of documentation provides further guidance. However, any existing injuries are not currently recorded to further safeguard children. Robust recruitment procedures ensure only suitable staff are employed. Good introduction and annual appraisals identify any development needs, so that staff receive equal opportunities to increase their knowledge and skills. Children's records and all necessary documentation are in place and well organised to underpin the safe organisation of the setting.

The quality and standards of the early years provision

Children benefit from good interaction from staff. For example, as staff demonstrate different ways to manoeuvre a ball children attempt new skills, such as walking with it between their knees. Staff suggest going outside in the snow when children show an interest in the small world polar bears. This helps them learn about the wider world and natural habitats. The whole team work well together to ensure all children are included and enjoy their time at the setting. For example, snow is brought inside for the non-mobile children to experience and staff support each other in settling-in new children. Each child has a key person who liaises with their parents and provides all personal care, so children and their families soon feel confident in the environment. Babies sleep, eat and are changed, according to their individual needs. They explore resources using all their senses and respond well to attention, such as eye contact or vocalising. Children develop

a healthy lifestyle through regular physical exercise both inside and outside. Children of all ages help themselves to their drinking beakers of fresh water, which staff regularly replenish. Older children independently wash their hands after using the toilet, they use the pump soap and paper towels provided and put the towels in the bin, all of which help prevent cross-contamination.

The welcoming environment is carefully set up to provide appropriate indoor and outdoor spaces for children at different stages of development. A wide range of good quality resources are stored at low level so that even the youngest children can make independent choices and follow their own interests. Consequently, they develop good habits as active learners. Children build very good relationships with each other and with the staff. They are very well behaved, share and display good manners. Through regular observation the key person identifies the next weeks planning for every child both inside and outside. This enables staff to plan the environment and activities effectively, so that children remain interested and challenged. Consequently, children develop a good disposition for learning and high self-esteem. Children's starting points are identified with some input from parents. Through self-evaluation it has been identified that as the child's first educator parents need to have a greater involvement. However, these systems are not yet fully implemented. The setting works well with parents and other agencies to meet the needs of children who speak English as an additional language and those who have disabilities and/or learning difficulties.

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?	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?	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?	2
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?	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 B: the Childcare Register

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

Met

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 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.