

# Thorpe Willoughby Childcare Centre

Inspection report for early years provision

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**Unique reference number** 400302  
**Inspection date** 21/01/2009  
**Inspector** Sarah Hicks

**Setting address** Londesborough Grove, Thorpe Willoughby, North  
Yorkshire, YO8 9NX  
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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

Thorpe Willoughby Childcare Centre is a community nursery providing full and sessional day. The centre is registered on the Early Years and Childcare Registers and operates from two buildings in the school grounds of Thorpe Willoughby Primary School in North Yorkshire. It serves the local community as well as the wider Selby area. There is a secure outdoor play area with static equipment, with grassed and paved surfaces. There is access to an ICT suite and a sensory and wildlife garden within the school. The group is registered to care for 42 children aged two to eight years. The group opens Monday to Friday 7:30 to 18:00, all year round. There are 70 children on roll aged between two and eight years and at this time, three children have identified special needs and one child speaks English as an additional language. There are 12 staff who work directly with the children. There are 10 staff who have appropriate childcare qualifications. The centre works in close partnership with Thorpe Willoughby Primary School.

## Overall effectiveness of the early years provision

Staff know the children's needs well in this safe, nurturing environment and ensure that children are happy, make good progress and feel secure. Overall, children develop well the skills needed to learn, play and explore together but currently have limited opportunities to practise and extend their mathematical skills. Children's work is displayed attractively, but opportunities are sometimes missed to use displays to reinforce learning. Parents are fully involved in their children's care and learning and appreciate the effective systems in place to ensure children's welfare and development. The manager and her deputy know the centre's strengths and areas for development well. For example, staff are working hard to enrich access and develop a more creative choice of activities in the outside play areas.

As a result the centre is well placed to improve further, ensuring priorities reflect the needs of all of its users in this inclusive setting.

## What steps need to be taken to improve provision further?

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

- ensure that high quality displays support children's learning, especially in mathematical development
- develop opportunities for children to practise and extend skills in problem-solving, reasoning and numeracy through a more creative approach
- explore ways to further enrich provision for outdoor curriculum in all weathers.

## **The leadership and management of the early years provision**

The manager and her deputy lead the centre enthusiastically. They work in close partnership with Thorpe Willoughby Primary School and a wide range of external agencies to support children's welfare and ensure continuity of care. There are good systems in place to evaluate the quality of provision and staff are keen to develop their skills and knowledge further through a range of training opportunities. All staff have received training in the Early Years Foundation Stage (EYFS) and systems to monitor and assess children's progress are developing well. The manager has rightly identified the need to develop more creative opportunities for children to practise and extend skills in problem-solving, reasoning and numeracy and to reinforce this learning in displays around the room. Staff are working hard to enrich the opportunities for the children outdoors to ensure continuous provision in all weathers. The recommendations made at the last inspection have been fully implemented and demonstrate the centre's commitment to improving its service to all children. Safeguarding procedures are rigorously upheld. Risk assessments are thorough and children's safety and welfare are protected well. Partnerships with others are a real strength and parents value the good level of regular information they receive about their children's progress. Home books ensure daily communication, celebrating children's achievements and supporting their next steps.

## **The quality and standards of the early years provision**

Good relationships and effective planning in most areas of learning ensure that children are happy and settle quickly. The curriculum ensures a good balance between activities children choose for themselves and those guided by adults. Children develop skills of independence because they are encouraged to initiate their own learning. For example, children recently brought their wildlife garden inside creating a woodland area in the classroom. This develops children's imagination and helps them to explore, share their own world with others and extend their thinking. Differences are celebrated in this inclusive setting and as a result, children play and learn happily together. For example, different language sounds were enjoyed by children as a parent of a bilingual child read a story in Flemish.

Children's welfare is promoted well. Good hygiene routines are in place and children have continuous access to drinking water as well as healthy snacks. Good behaviour management, together with a high level of care, supports children's personal, social and emotional development. This is a real strength of the centre and prepares children well for the next stage of their learning. The centre works closely with the primary school sharing their ICT suite and resources. This helps to develop children's basic skills. Staff ask challenging questions which encourage children to think for themselves. An effective key worker system ensures children feel safe and supported. This results in confident, happy children who enjoy their time at the centre.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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

The provider confirms that the requirements of the voluntary 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 the last 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.