

Orchids Childcare

Inspection report for early years provision

Unique reference number EY364751
Inspection date 12/01/2009
Inspector Mary Hughes

Setting address Oak Cottage Primary School, Greswolde Road, SOLIHULL,
West Midlands, B91 1DY

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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

Orchids Childcare is located within the grounds of Oak Cottage Primary School, and opened in 2007. It is privately owned and managed, being one of a number of settings run by the same provider in Solihull. During the school term the setting caters for children attending the school; the holiday club caters for children from a number of schools. The childcare provision operates from the school nursery, and also has the use of the school hall, an additional classroom, a secure playground and a grassed area.

A maximum of 54 children may attend the setting at any one time. Currently 25 Early Years Foundation Stage (EYFS) children attend. The setting also provides care for children aged over five years. The setting is open from 07.30 until 09.00 for the before school club and between 15.30 and 18.00 for the after school club. Wrap-around care for nursery children operates between 11.30 and 15.30. A ramped walkway allows easy access to the nursery building; there are a few steps leading to the play area and to the additional classroom.

The setting is led by a suitably qualified manager. There are four other members of staff; three of these have suitable EYFS qualifications and one staff member is working towards a Level 3 qualification. Additional casual staff are employed as needed. There are currently no children in attendance with learning difficulties and/or disabilities or with English as an additional language. The setting is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting has links with the school's EYFS provision, the local EYFS Partnership and the Pre- School Learning Alliance.

Overall effectiveness of the early years provision

The setting provides positive experiences for children in the Early Years Foundation Stage, supports their welfare and learning well and shows good capacity to improve further. All children engage in a varied range of interesting and enjoyable experiences, with good interaction from staff to extend the learning effectively. They are cared for in a well-organised and stimulating environment with access to a good range of suitable toys and resources. Partnerships with parents and other settings are a key strength and contribute significantly to ensuring that children's needs and interests are met, and that all groups and individuals are fully included. The manager is aware of the strengths and weaknesses of the provision and is beginning to develop a formal self-evaluation process.

What steps need to be taken to improve provision further?

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

- ensure that the risk assessments for daily checks also include the outdoor areas
- ensure that assessments clearly identify the next steps in children's learning.

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

- make available for parents a written statement that provides details of procedures to be followed if they have a complaint (Safeguarding and promoting children's welfare) 31/01/2009
- request written permission from parents for seeking emergency medical advice or treatment.(Safeguarding and promoting children's welfare) 31/01/2009

The leadership and management of the early years provision

Leadership and management of the setting are good. The organisation of the premises and deployment of staff positively supports children's welfare, learning and development. Staff are trained and qualified for their respective roles and the ratio between adults and children meets statutory requirements. Staff are committed and work well together as a team. Time is allocated for them to meet regularly as a team to discuss their key worker children, and their own professional development is actively encouraged. Staff are receptive to support and advice from their local authority to further improve their provision and are now beginning to monitor and evaluate the provision in a more formal way. Staff create a positive environment for children to play and learn, and observations of children in the setting confirm their happiness and enjoyment as they engage in a wide variety of activities.

A wide range of written policies and procedures are in place and are subject to regular review and development. However, not all have been updated to be fully in line with the EYFS. The good daily risk assessments sheets for the indoor provision are robust in ensuring that checks are made for potential hazards; these, however, are not used to make regular checks on the outdoor provision. Staff follow a clear site security policy to ensure that children can play safely. They are vigilant in keeping children safe and helping them to develop an awareness of their own safety. A satisfactory recruitment policy ensures that all staff are vetted for their suitability and undergo a sound induction process. Positive steps are taken to promote children's health and well-being; effective policies are in place to prevent the spread of infection and for the safe dispensing of medicines. Close attention is paid to the children's medical needs and there is good awareness of the needs of children with allergies. The setting does not yet obtain on entry written parental permission to obtain emergency advice or treatment for their child.

There are strong partnerships with parents and others. The manager meets regularly with staff from the school to ensure continuity of topics and activities, and to ensure that children are fully supported in their transition to school. Parents receive questionnaires to complete which allow them to comment on the service provided. During the inspection many parents stressed how happy they and their children are with the setting. Useful information is displayed for parents, informal

discussions take place daily and there are designated parent sessions to more formally discuss children's progress. However, the setting's complaints procedure has not been shared with parents.

The quality and standards of the early years provision

Children have positive and secure relationships with staff which gives them confidence to explore what is available to them and to settle, play and learn. Space and resources are well organised, allowing children to move around freely and to make their own choices. Staff plan a good range of activities and play opportunities that cover each area of learning. Staff support children's learning well; they play alongside them and facilitate learning through questioning and good role modelling. Staff teach children many new skills, such as cutting, painting, matching zoo animals and to listen carefully during circle time. Children's learning and development are monitored by staff who gather relevant information about each child's starting point. However, the system for observing and assessing does not identify children's next steps in learning which can restrict progress.

Good emphasis is placed on children's personal, social and emotional development. Relationships are good, so children are confident enough with adults to express their needs and engage in conversation. They chat easily with staff and with each other, ask questions and contribute ideas. Adults give clear guidance, consequently behaviour is good; children play amicably together and take turns in the role play area and when putting on a puppet show. Children become increasingly independent as adults encourage them to tidy away. They learn about good hygiene through the daily routines, and show a good understanding of what foods are good for them when making choices at teatime. Children learn to keep themselves safe, for example, practising the evacuation procedure. Children have regular, safe access to outdoor play.

Children competently use the computers. They learn about their local community and the wider world through topics, visits and activities, for example, a recent 'Pyjama Day' raised money for a local charity. Children access a suitable range of resources that reflect diversity and their knowledge and experiences are further developed because activities linked to festivals of the world are regularly included.

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?	3
The capacity of the provision to maintain continuous improvement.	2

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?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

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

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 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.