

PARC (Essex)

Inspection report for early years provision

Unique reference number	EY300336
Inspection date	09/04/2009
Inspector	Lynn Denise Smith
Setting address	Great Notley Country Park, Great Notley, Braintree, Essex, CM77 7FS
Telephone number	01376 528999
Email	
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

PARC (Play and Resource Centre) is committee owned and managed. It opened in 2004 and operates from a purpose-built building in Braintree. A ramp to the hall entrance means that the premises are easily accessible. A secure enclosed outdoor area is used for outdoor play activities. A maximum of 24 children in the early years age range may attend the setting at any one time, however, none may be under two years. The group is open Saturdays from 10:00 to 13:00 or 14:00 to 17:00 and school holidays from 10:00 to 15:00.

There are currently 22 children attending who are within the Early Years Foundation Stage (EYFS) years. They live in the local and surrounding area and a number attend a childminder, early years unit of the local primary school or other pre-school setting. The setting supports children with learning difficulties and/or disabilities.

The setting also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

There are eight members of staff, including the manager. Six staff hold other appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Superb knowledge of each child's individual requirements and unique needs ensures that staff successfully promote all aspects of their learning and welfare. Children are extremely safe and secure at all times and effective staff vetting ensures that all adults working with children are suitable and experienced. The whole family is effectively supported through the setting's procedures and caring attitude. This ensures that children receive any additional support they require to enable them to make effective progress towards the Early Learning Goals. Priorities for future improvements are effectively identified through the setting's clear system of self-evaluation.

What steps need to be taken to improve provision further?

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

- develop the use of observation and assessment to identify children's next steps in learning.

The leadership and management of the early years provision

Children are extremely well cared for by a large, caring and committed staff team. The team is superbly supported by a management committee who play an active role in the day-to-day running of the scheme. Staff have superb opportunities to improve their knowledge base and are continuously accessing training. They participate in a range of in-house discussions and training events and are able to bring their individual skills into their work. Staff demonstrate an excellent knowledge of the children's individual medical needs and follow their stringent procedures to ensure that each child's requirements are efficiently met.

Highly effective safeguarding policies ensure that children are extremely well protected and new staff are recruited through the setting's rigorous recruitment and vetting procedures. Effective systems are in place to monitor and evaluate the provision to identify improvements where necessary. For example, all staff are asked to complete a feedback sheet at the end of each holiday scheme to share ideas about how they feel the scheme has gone and any suggestions for improvements. The manager feels that PARC is the creature it is today following feedback from staff and parents.

Superb policies and procedures support the staff's practices. The policies are effectively shared with staff, volunteers and parents. Effective records and documentation are in place and are easily accessible for inspection. Superb arrangements are in place for risk assessing the premises and any outings to ensure that the activities are appropriate for each child. The setting works extremely effectively with parents and other agencies providing for children within the EYFS.

The quality and standards of the early years provision

Children's learning and development, and welfare needs are superbly met through the setting's exemplary procedures and practices. Staff have a thorough understanding of creating a safe, secure and welcoming environment which is extensively risk assessed in accordance with every child's individual needs. Children are supported to an exceptional level by caring and committed staff to enable them to develop greater independence. Children thoroughly enjoy experiencing physical activities and fresh air as they freely access the fully-equipped playground. Much of the outdoor equipment is specially made to enable adults to sit with and support less mobile children providing fully inclusive opportunities for all. Children enjoy mid-session snacks provided by the setting which usually comprise of fresh fruit and other nutritious snacks, they bring a packed lunch with them and sit together with their friends. Children's personal needs are efficiently met by knowledgeable staff who fully understand each child's individual requirements.

Children play and learn in an exciting and invigorating environment which has been purpose built. Within the building children have access to a large playroom, an adjacent soft play area, a sensory room and a sensory integration room. The setting is able to offer staff training and support for parents in additional rooms

within the building.

Parents successfully contribute towards their children's learning journeys as they share extensive information with staff about their children's needs, home backgrounds, interests and abilities. Staff securely base their planning around the information provided for them and clearly know each child within their key worker group.

Children have fun during their time at the Play And Resource Centre. They participate in a wide range of appropriate activities which enable them to explore play and learning at their own pace. They move freely around the toys, resources and activities on offer with the guidance and support of the adults present. Staff observe children as they play and use their observations to plan each child's next steps. The observations are accompanied by photographs, however, these are not always linked to specific stepping stones. Excellent communication with parents, local schools and other settings offering the EYFS provides a consistent learning path for each child. Children explore their environment which is presented in an effective way to enable them to experience activities for all six areas of learning, for example, children listen to music and join in with favourite songs. They express themselves through creative activities such as painting and sticking. They develop physical skills such as throwing and catching when they excitedly play catch with staff in the soft ball pool area. Children develop their personal, social and emotional development as they built relationships with the adults caring for them and are encouraged to help each other, for example, by helping staff to push less mobile children into the garden in their wheelchairs.

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 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.