

# Cap Centre

Inspection report for early years provision

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**Unique reference number** EY296516  
**Inspection date** 23/02/2009  
**Inspector** Adelaide Griffith

**Setting address** Windmill Lane, Smethwick, West Midlands, B66 3LX

**Telephone number** 0121 565 3273

**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

Cap Centre is a committee-run day nursery. It opened in 2004 and operates from purpose built premises situated in Smethwick, Sandwell. The nursery is open each week day from 07:30 to 18:00 all year round except for bank holidays. An out-of-school provision also operates from the premises. The out-of-school group opens during term time from 15:00 to 18:00 and from 08:00 to 18:00 during all school holidays. All children share access to a secure enclosed outdoor play area or the nearby park. There is access for wheelchair users and internal facilities are available for people with disabilities.

The setting is registered to care for 44 children on the Early Years Register and there are currently 30 children on roll in the early years age group. Children do not receive funding for early education. The setting is also registered for children on the compulsory and voluntary parts of the Childcare Register. Children come from the local community. The setting is able to support children with learning difficulties and/or disabilities. It is also able to support children who speak English as an additional language.

The setting employs 12 staff. All hold appropriate early years qualifications. The setting receives support from staff with qualified teacher status who are attached to the children's centre in the vicinity. The setting also receives support from the local authority.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children are making moderate progress in this setting. Their needs are adequately met and their welfare is reasonably promoted although risk assessments are incomplete. The positive partnerships with parents and other early years providers contribute in some measure to children's care and learning. Owing to the process of self-evaluation, the setting has considered some targets for improvement.

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

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

- improve partnership with parents and other providers by sharing relevant information about children's learning needs
- improve procedures to manage children's behaviour effectively and in a manner appropriate for their stage of development and particular individual needs
- improve procedures to ensure hazards to children are kept to a minimum; this relates in particular to loose shoe laces
- improve procedures to support staff in valuing linguistic diversity.

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

- conduct risk assessments to ensure that outdoor and indoor spaces, equipment and toys are safe and suitable for their purpose (Suitable premises, environment and equipment) (also applies to the compulsory and voluntary parts of the Childcare Register) 02/03/2009
- review the safeguarding policy to include procedures to be followed in the event of an allegation being made against a member of staff (Safeguarding and welfare) (also applies to the compulsory and voluntary parts of the Childcare Register). 02/03/2009

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

Most records are available except for some relating to risk assessments and required information omitted from the child protection policy. Adequate systems such as vetting and attendance on courses ensure that adults working with children are suitable to look after them. Children are cared for in a cheerful environment with a fair range of accessible resources and sufficient staff are available to offer support for activities. Some staff have implemented activities such as the use of teddies to help children make rapid progress in developing bladder control and others have introduced the use of hard books to encourage the sensory skills of younger children. This indicates improvements to support children's care and education positively. Security measures are in place but some risk assessments lack detail and children are not always helped to stay safe.

Owing to the self-evaluation process, steps have been taken to extend the available outside space and targets are set to continue with this improvement and also to obtain more resources. Although some recommendations from the previous inspections are addressed, those pertaining to children's behaviour are not implemented effectively to support all staff in managing behaviour consistently. All children's individual needs are met with regard to care issues but some aspects of learning and development linked to speaking English as an additional language are not fully understood by some staff. The partnership with parents is supportive and they are encouraged to contribute to their child's care and learning but progress reports are not shared routinely. Similarly, there is a positive relationship with external agencies and other early years providers but this does not include the implementation of strategies that complement activities offered in those provisions.

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

Children are generally helped to learn and develop in the Early Years Foundation Stage due to the staff's awareness of some strategies that encourage progress. Although the adults support learning by consistent interaction, some do not use naturally occurring opportunities to help the children's learning. Children are at ease in the cheerful environment with colourful displays of their work and they

participate in a fair range of planned, purposeful play that promote all areas of learning. For example, they draw recognisable faces and some are beginning to form the letters of their name. Language is appropriately promoted as staff talk to children about long and short beds. Children's fine manipulative skills are growing as they use one-handed tools including pencils with increasing control and precision skills are developing by playing with knobs on programmable toys.

There is an appropriate balance of adult-led and child-led activities as children freely move around the room to access different activities and staff give guidance as required. The quality of planning for individuals is sufficiently developed and challenge is clearly included. For instance, where children count confidently up to ten, staff have started to work on number recognition. Assessments are carried out regularly to note children's developmental attainment and the next step in their learning is consistently identified. Children who have additional needs are referred to the area's Special Needs Co-ordinator for appropriate support. On a daily basis, staff share information about activities and care but parents are not routinely informed about their child's progress. In spite of this parents are encouraged to make some contributions, such as reading, to children's learning. There is a long-established relationship with other early years providers but the lines of communication are not reflected in activities that complement learning in those settings. Staff clearly work with other agencies to promote some aspects of care.

Children are adequately safeguarded due to staff's understanding of some of the procedures relating to child protection issues and the implementation of policies such as those pertaining to medication and accidents. Children's health is generally promoted due to daily outdoor play that encourages physical exercise. They are protected against infection as all children are allocated individual bedding which is stored appropriately. Whilst children are constantly supervised, safety is not fully promoted as some staff are not alert to issues such as children walking around with untied shoe laces. Most children are well-behaved but specific strategies for managing children's individual behaviour are not consistently implemented in spite of support from the behavioural co-ordinator. This means that at times, children's learning is adversely affected.

## 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>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and Safety of Premises and Equipment). 02/03/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Arrangements for Safeguarding Children) 02/03/2009

## **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 two complaints made to Ofsted since the last inspection. The first complaint relates to Safeguarding and Welfare requirements. Ofsted carried out an unannounced visit and raised actions relating to security and safety in the setting. The second complaint relates to dietary requirements and the provider was asked to take actions. Once more, Ofsted carried out an unannounced visit and raised actions. The provider remains qualified for 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.