

The Tot Stop Early Years Centre

Inspection report for early years provision

Unique reference number	EY307024
Inspection date	09/03/2009
Inspector	Christine Tipple
Setting address	Skerne Road, Driffield, North Humberside, YO25 6PN
Telephone number	01377 240925
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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

The Tot Stop Early Years Centre has been registered at its current site since 2005, originally established in 1996. It is situated in the town of Driffield. The Early Years Centre is a privately managed company. It operates from a two storey and single storey buildings all on one main site. There is access to an enclosed outdoor area which is accessible to all the children. The Centre is open Monday to Friday throughout the year from 07.30 to 18.00.

The Early Years Centre is registered on the Early Years Register and both parts of the Childcare register. A maximum of 60 children may attend at any one time from birth to under eight years. Currently there are 156 children on roll of whom 70 are in the early years age range. Children attend for a variety of sessions through out the week. The Centre is in receipt of funding for the provision of early years education to children aged three and four years. Care is provided for children aged from five years to 12 years before and after school and in holidays. Support is provided by the centre for children with learning difficulties and disabilities.

There are 10 staff employed, all have relevant qualifications at level 3 to 6. The two managers have achieved Early Years Professional Status. The Early Years Centre is a member of the Pre-school Learning Alliance.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's health, welfare and safety is mostly promoted effectively in a welcoming and inclusive environment. Staff work hard to meet the individual needs of all the children who attend. Children overall make good progress in the (EYFS). The management and staff are positive in their approach to make ongoing improvements and to develop their practice. This is reflected in the plans to extend the range of provision outdoors.

What steps need to be taken to improve provision further?

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

- extend staff's knowledge and understanding of how the observations of individual children inform their next steps particularly in relation to the two to three year olds; all staff to review individual children's assessments to ensure progress is identified in future planning
- ensure policies and procedures and other relevant documentation are regularly reviewed and updated to reflect current practices.
- improve hand washing facilities for children to ensure good hygiene practices are consistently applied.

The leadership and management of the early years provision

Children benefit from a consistent team of staff who work well together. They are effectively supported to develop their qualifications and skills through training opportunities both external and in house. The positive implementation of the key person system ensures each child has a specific staff member to complete observations and assessments of their key children. This enables staff to further develop their understanding of the (EYFS) in most areas.

The effective recruitment and selection procedures in place promote children's safety and welfare through relevant checks being completed. Staff appraisals enable the process of ongoing suitability to be monitored and promotes staff's personal development. Management and staff recognise their strengths and the areas to improve upon which is listed in the centre's action plan profile. The range of policies and procedures and other relevant documents cover all areas of the provision. However, these are not consistently reviewed to ensure they reflect current practices.

The management and staff work very well with parents which provides a supportive role, this is through daily contact to enable information to be shared. The babies have a daily sheet which provides parents with clear details of their child's routine and personal needs. All the children have learning journey files and these are accessible at all times to parents. Additional opportunities for parents to discuss their children's progress is offered through the year. The management attend cluster meetings which includes other early years providers in the community. There are good links established with the local schools. This offers children positive support as they move onto school enabling them to be more secure at this time. The key person takes an active role in the shared approach to children with additional needs; to support parents and contribute to all assessments and plans through working with other agencies involved.

The quality and standards of the early years provision

Children come into the centre happy and keen to access the range of activities and resources provided. This is due to the positive and secure relationships formed with the staff. They have ongoing opportunities to choose freely; to explore and develop their skills which link into the six areas of learning. The staff are working with children's individual interests and needs through the key person role. The staff are implementing a process of observations and assessment of the children which identify their next steps to progress. However, this is not consistently applied in the toddler area as staff are not fully confident with the process. The information collated by all the staff in relation to each child's next steps is not clearly transferred to ensure this is reflected in future planning for individual children. But staff are well informed and knowledgeable about each of their key children in what they know and can do.

Babies receive good levels of care and attachments are secure which fully promote their sense of belonging and self assurance. Interactions with staff who respond

well to the babies gestures and vocalisations is reflected in their happy faces. Babies have the space to move around confidently and to access a range of toys and this is further promoted through the use of individual bags to enable them to explore various items such as musical instruments. They have creative play and the use of tactile materials to promote their senses. Outside play, activities daily fresh air fully promotes the children's physical needs and develops their skills. The use of a variety of equipment enhances children's abilities and confidence at all ages.

Older children use language well to express themselves both with each other and with adults. They are developing their independence in accessing resources. The older children have a key ring system so they negotiate access to certain areas so all children have a turn. There is a good emphasis on social skills which promotes a positive approach to developing their interests and disposition to be active learners. The range of resources and tools support this for the children at all ages. The use of various mediums to mark make with, such as chalks and paints as well as various pens and pencils. Books, stories and props, such as puppets enable children to express themselves and gain attention, such as the crocodile who wants to bite you. Children count and relate to numbers confidently through their every day play. They make connections through construction and role play activities. The younger children engage in counting through staff's approach in using songs and games to further promote this. The older children enjoy activities which link and match, such as the 'transport dominoes'.

Children have activities to develop their knowledge and understanding of the wider world. This is managed through a selection of images, resources, visitors coming into the centre and the children visiting their own communities through walks and using local facilities. Children are involved in practical activities, using various tools to explore the outside and planting in the garden. Older children have a woodwork area, they build, construct and make models. Children enjoy being creative and there is a good selection of resources which are readily accessible, which enable children on the whole to freely create and develop their own ideas.

Children are encouraged to develop habits and behaviour which supports their learning and personal, emotional and social development. Children are developing their skills in taking turns, to share and use their manners. The respect from staff as role models supports the children in how they respond in an appropriate way. The children are engaged in purposeful play which is reflected in their positive behaviour. The centre provides suitable facilities and systems which overall promote the good health of the children. Staff take appropriate steps to prevent the spread of infection and information and relevant action taken in regards to children who are ill whilst attending. The older children have independent access to the toilets and hand washing provision. However, the use of soap for the older children is not always accessible and children use cotton towels to dry their hands on which all are able to use. This does not promote a consistent approach to good hygiene practices throughout the centre.

The children have daily snacks provided which promote a sufficient range of healthy choices. Fresh drinking water for the older children is provided through drinking fountains. Parents provide their children with a packed lunch and the

range of healthy options offered at this time are variable. Babies have their own feeds provided from home and this is managed by the staff as part of their individual routines.

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?	2
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?	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?	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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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.