

Aspatria Community Childcare

Inspection report for early years provision

Unique reference number	EY339883
Inspection date	06/04/2009
Inspector	Valerie Block
Setting address	Richmond Hill School, Queen Street, Aspatria, Wigton, Cumbria, CA7 3BQ
Telephone number	016973 23567
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

Aspatia Community Childcare is managed by Aspatia Community Initiatives Ltd. It opened in 2006 and is located within Richmond Hill Primary School in Aspatia, approximately eight miles from Wigton in West Cumbria. A maximum of 44 children aged from birth to under eight years may attend the nursery at any one time. This provision is also registered on the compulsory and voluntary parts of the Childcare Register. Children have use of a partitioned playroom, a sleep room and occasionally have use of the nursery classroom. Children use the school's toilets. The nursery is open each weekday from 08.00 to 18.00, all year round. All children share access to two secure enclosed outdoor play areas.

There are currently 48 children aged from birth to under five years on roll. Children attend who are in receipt of funding for early education. The setting serves the immediate and extended rural communities. It currently supports a number of children with additional needs. The nursery employs five members of staff. All staff hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are well settled and are making good progress at this welcoming, inclusive setting. Children's individual profiles and interests are known to staff who work with parents and other childcare providers to meet children's needs well. The staff team is keen to improve their provision. They know their strengths and areas for improvement as they continually assess their performance, taking into account parents' views and professional advice.

What steps need to be taken to improve provision further?

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

- review procedures to establish children's starting points using parental information
- review the heating arrangements in the children's sleep room and toilet area to ensure they are sufficiently warm
- review the arrangements to help parents continue children's learning at home.

The leadership and management of the early years provision

All staff are qualified in early years care and education and there is a very effective key worker system in place that ensures that children's individual needs are known and met. Children benefit from the setting's robust recruitment and staffing policies that ensure the suitability of persons connected to the provision as well as staff. Inclusive policies and practices are in place to welcome everyone and

support all children. For example, there is ramped access to the building as well as welcome posters using different languages. Risk assessments are comprehensive and effective in identifying dangers indoors and out. There are very good security arrangements in the building, such as security television to show who is at the entrance gate.

The premises are well decorated and suitable for children's use. However, the sleep room can be cold, and in holiday periods the heating in the toilets is turned off and therefore too cold for children's use. There are good procedures in place to prevent cross-infection and the premises and equipment are very clean. The organisation shows a commitment to and capacity for improvement as they encourage staff to regularly attend training to improve their practice. The majority of staff have been on recent first aid, food hygiene and child protection courses to ensure children's health and safety.

Required documentation is kept well and the setting has developed other records, such as diaries, to help them meet children's needs. Parents advise that they are very happy with the service they and their children receive and feel very welcome. Notice boards are full of information for parents regarding a good range of relevant issues, including information about local services as well as information about the setting's procedures. As the setting operates within the school building, good information is exchanged about children also attending the school to promote continuity for the children. Staff meetings and information from local authority advisors inform the setting's evaluation and plans to improve practice. For example, an identified area for improvement is to consider ways to have more regular reports for parents throughout the year about children's progress. Work has been done on a draft reporting system to achieve this, following a suggestion from a parent.

The quality and standards of the early years provision

Children are making good progress and show a good amount of self-confidence and interest in exploring their play environment. Staff have a good understanding of the areas of learning and use observation and assessment to plan for each child's next steps in learning and development. Information is received from parents about their children when they start at nursery. However, this does not include details of children's level of understanding in all of the areas of learning. In addition, the setting currently does not give parents ideas as to how to reinforce and extend children's learning at home.

The learning environment is organised to give children a good amount of choice, both inside and out, taking into account each child's interests and identified next steps in learning and development. Babies are warmly cared for by regular, experienced staff who communicate very closely with parents to ensure that babies are settled. Toddlers and babies are encouraged to explore their environment and have attentive carers and interesting activities to help them develop and learn. For example, sand trays are available for children to sit in with various tools supplied for them to use to explore the properties of sand. Staff ensure this is suitable for their age as they supervise the children closely and talk to them about their

experience, so increasing their vocabulary.

Older children sit attentively at talk time, consider the weather, the date and are encouraged to match the letters of the month to sounds. Children are chosen in turn to be helper of the day and they enjoy the prestige and responsibility this carries, so developing good citizenship qualities. They learn to help one another as they all tidy up together cooperatively and cheerfully. Children are given opportunities to develop self-help skills, as they are encouraged to pour their own drinks and put on their own coats and shoes to play outside, encouraging their independence. Staff have arranged the environment to include mathematical problem solving and concepts in all areas of learning. For example, including scales in the play dough area to encourage familiarity with size and numbers, as children use this tool in their play. Staff help children to value diversity as they have ensured there are many toys and books available to children that show positive images of diversity including disability.

Children eat healthily as the setting encourage healthy eating and give parents good information about preparing healthy packed lunches. Staff know children's health needs, such as any allergies and so children's health is protected. Children learn to keep themselves healthy as they are reminded to clean their teeth after lunch. They know this is to make sure their teeth stay clean and healthy. Staff also talk to children about why washing hands is important and they all sing a song to remind them that soap and water wash away germs that can make you feel ill. Children begin to learn about keeping themselves safe as staff remind them of road safety and invite a lollipop lady to visit the nursery to reinforce this message. The setting provide computer equipment and electronic toys, telephones, cameras and binoculars that help children to become knowledgeable and skilled in using technology to promote economic well-being in later years.

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?	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
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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.