

Dolphins Childcare Centre

Inspection report for early years provision

Unique reference number

EY300144

Inspection date

11/03/2009

Inspector

Eira Gill

Setting address

North Petherton Infant School, North Petherton,
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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

Dolphins Childcare Centre is a privately owned provision based in its own building in the grounds of North Petherton Infant School. The setting has close links with the school. It is managed privately by joint owners. The provision provides full day care for children throughout the year. There is full disabled access.

Wrap around care for children attending the Infant school and the adjacent Junior school is provided by the breakfast club, after school club and holiday playscheme. There are currently 110 children on roll, of whom 88 are on the Early Years Register, 44 children are funded three and four year olds.

The setting is on the Early Years, compulsory and voluntary parts of the Childcare Register and caters for children from one to 11 years. The provision operates during term time and school holidays and is open from 08.00 to 17.30 Monday to Friday. It has an enclosed garden for outdoor play and children also have access to the school playing fields. The setting is owned by the two managers. There are 14 members of staff working with the children. Both managers have NVQ Level 3 qualifications plus a Diploma in Playwork. All other staff have Level 3 status or are working towards Level 3. Support is provided by the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. There are valuable and very effective partnerships with parents, outside agencies and excellent links with the two host schools. Inclusion is outstanding and all children, including those with disabilities and different cultural backgrounds, are given every opportunity to move forward in their learning. Good systems, particularly assessment, ensure that children enjoy a broad range of imaginative activities and make good progress. Children are given excellent opportunities to make a contribution to the setting, for example, by sharing their ideas for future activities. The understanding of all children of how to lead a healthy life is helped by the outstanding meals the skilled chef delivers each day. The capacity of the setting to maintain continuous improvement is good.

What steps need to be taken to improve provision further?

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

- improve links between assessment and planning in the Pre-school so that the next small steps in learning are identified by all key workers

The leadership and management of the early years provision

Excellent organisation ensures everything runs smoothly. Staff create a warm, welcoming, caring and safe environment and all children enjoy their time in the setting. Procedures for safeguarding children are good and staff ensure they

engage well with all children. Staff are vetted thoroughly. Areas in use as well as the furniture and resources are safe and suitable. Recommendations for improvement in the last report have been addressed. Since then, further improvements have been made to garden areas, staff induction procedures, packs for students as well as a parents' welcome pack. Questionnaires are sent home with newsletters each half term.

Formal evaluation has begun and informal evaluation of the setting is effective and ensures children's progress is good. For example, resources have improved and children now use proper tools under supervision. The outdoor environment is equipped with what staff used to think was indoor equipment. Appraisals take place every six months and targets identified. Reviews take place very soon if staff have not improved their practice. Senior staff use ideas from training to cascade down for all staff to share. For example, tips for staff on how to encourage children to use construction toys in ways that ensures speedier progress.

Parents express very positive views. 'Very relaxed and child friendly' and 'They look after him as I would.....he loves coming here'. 'Both my children absolutely love it here.....can't speak highly enough'. One parent commented on how well different settings work together when information on her daughter's progress is shared. The setting enjoys excellent partnerships with parents and the two host schools. Discussions go on throughout the year and visits exchanged. Children attend the school's sports day and share the school's outdoor facilities. Children enjoy mixed playtimes with the reception age children and join their 'Wellie Walks'. Staff liaise with the school's special needs co-ordinator to ensure a common approach to children is shared. In this way, the setting is kept reliably informed about what is provided for the children.

The quality and standards of the early years provision

Children are given good opportunities to learn and achieve. They are well supported by a good mix of adult led activities and those chosen by the children. Staff ensure that all children are treated equally and given the same opportunities. The welfare of all children is promoted well. Meal times are used very effectively to promote the children's understanding of how to make healthy choices about what they eat and drink. Breakfasts and lunchtime meals are extremely nutritious and children enjoyed, for example, an excellent lunch of cottage pie, carrots and broccoli cooked by the full-time chef.

A free flow of activities from the inside learning environment to the outside gives children opportunities to go out in all weathers. They have wet weather clothing and Wellies and enjoy chasing each other around the outside area. Children make good progress in their personal, social and physical development while outside and this is contributing well to their future economic well-being. Children roll the rubber tyres around the grassy slopes and enjoy watching them crash against the fence. They also balance and climb on the apparatus. They paint or practise their writing on the boards attached to the fences or dig in the compost bin. The toddlers have their own outside area where they play more gently.

Indoors, children enjoy exploring activities on their own or being guided by assistants. They learn effectively by experimenting and playing with the wide variety of equipment and resources available. Staff keep an accurate record of the activities chosen by the older children in the early morning and change the choices every day.

Training for all staff ensures that all assessment records are completed in a similar manner. These are consistently maintained and dated and are effective in ensuring that planning moves children forward in their learning. Key workers plan a fairly broad theme and encourage the children to give their ideas of the type of activities they would like included. Children's ideas are brought to staff planning meetings. As a result, children contribute to their community exceptionally well. They are encouraged to make choices and decisions. Staff complete very thorough assessments of the children's progress and share these with parents. In the nursery all staff identify the very small next steps in learning that children need to make in order to ensure good progress. However, in the pre-school, the next steps in learning are not always identified.

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?	1
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?	1
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?	1
How well are children helped to enjoy and achieve?	2
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?	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.