

# Asha Creche

Inspection report for early years provision

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<b>Unique reference number</b>	512696
<b>Inspection date</b>	09/06/2009
<b>Inspector</b>	Thecla Grant
<b>Setting address</b>	43 Stratford Street, Leeds, West Yorkshire, LS11 6JG
<b>Telephone number</b>	0113 2704600
<b>Email</b>	info@ashaleeds.org.uk
<b>Type of setting</b>	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 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

Asha Crèche registered with Ofsted in 2001. The crèche is situated in the Beeston area of Leeds and operates from two adjoining ground floor rooms within two converted terraced houses; and is part of the neighbourhood community centre, which provides opportunities for women to access courses. The crèche opens five days a week all year round. Sessions are from 9.30 to 11.30 and from 13.00 - 15.00 term times only.

A maximum of 10 children may attend the crèche at any one time. There are currently 18 children from birth to under five years on roll, although this can change each month. The children attend for a variety of sessions. The crèche currently supports children with disabilities and who speak English as an additional language. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are three members of staff all of whom work part-time, all staff hold appropriate early years qualifications.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children are generally supported and make steady progress in their learning and development, however, children's interests are not effectively extended; and observations on their development and learning are not effectively reviewed to plan for the next steps in their learning. The setting works in partnership with parents to meet every child's needs and suitable systems are in place to promote children's welfare, however, staff are not consistently vigilant regarding the security of the building. The setting shows the capacity to maintain continuous improvement and suitable steps are taken to evaluate the setting for children's welfare, learning and development.

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

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

- continue to take steps to prevent intruders from entering the premises by making sure staff are more vigilant with security
- plan appropriate play and learning experiences based on the children's interests and needs
- analyse and review what you know about each child and plan the next steps to meet their development and learning needs.

## The leadership and management of the early years provision

The children enjoy a welcoming environment with sufficient space furniture and resources. Posters displayed positively promote the diversity of the local

community and art work shows a balance of what the children are learning. The setting has ordered resources which positively represent the diversity of the local community; thus bringing about future improvement to the setting and outcomes for children. The setting has devised a three monthly risk assessment to tackle identified weaknesses, further to this staff conduct daily visual assessments; this includes visual assessments for each outing.

Parents are involved in monitoring the setting through the use of questionnaires and are encouraged to share what they know about their child especially when they first attend. This includes key words in their home language to support their children during the day. The setting effectively promotes inclusive practice by employing staff who are bilingual so that all children have their welfare needs met regardless of background. The staff are committed to developing their personal development and enhance their skills by attending short courses on specific subjects, such as child protection. As well as this the manager has maintained her first aid certificate.

The setting has clear systems in place to promote security. For example, the building has an electronic entry system. However, management of this is inconsistent. All staff have a good understanding of the child protection policy and procedures and a flow chart on how to make referrals is easily accessible to staff. Systems in place positively promote children's health and hygiene are implemented well. Staff consistently make sure the snack table is clean and their hands are washed before providing snacks. Further to this nutritious snacks are made by staff with a current food hygiene certificate.

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

Children confidently explore and investigate their environment. They develop their imaginative play on first hand experiences. For example, children enjoy playing in the home corner pretending to cook for the adults. Older children create music using the drum sticks to bang on the drums, they are taught how to beat the drum in sequences of four beats and soon calculate that after each count of four they need to pause before beating the drum again. Babies enjoy playing with age appropriate toys and stay close to their special adults. As a result, the learning environment helps children to make steady progress toward their learning and development.

Children who speak English as an additional language are well supported. They learn new words, such as yellow, red, big and small. Older children count to four in English and over four in their home language. Children's language for communication is further developed through stories and singing. Children access resources during the day to develop their large motor skills, such as sit and ride toys and plastic seesaw. They also have opportunities to visit the park. As a result, older children have the opportunity to access age appropriate resources.

Children enjoy the planned arts and craft activity, however, this does not allow children's creativity or originality because the butterfly shapes are pre-cut and children are directed to stick different media and materials onto it. The staff

generally support the children in their play but do not effectively extend their interests. As a result, some children flit from activity to activity. Children's profiles are in place and observations are generally up to date. However, these do not include the next steps for the children's development.

Children's understanding of the wider world is positively developed through activities and resources. For example, they visit the local grocers with the staff and take turns to choose their favourite fruit for snack time. Children understand and adopt healthy habits, such as good hygiene practices; and are well looked after if they have an accident or became ill whilst on the premises, because the manager is trained in delivering first aid. Children regularly practise the fire procedures and have developed an understanding of trip hazards through tidying away the toys. Further to this adults caring for children have a good understanding of child protection issues and procedures. As a result, children are appropriately safeguarded.

## 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?	3
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

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## **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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