

# ABC Daycare & O-Zone Out of School Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY289195
<b>Inspection date</b>	20/04/2009
<b>Inspector</b>	Jacqueline Patricia Walter
<b>Setting address</b>	The Old School, Vicars Terrace, Allerton Bywater, Castleford, West Yorkshire, WF10 2DJ
<b>Telephone number</b>	01977 519601
<b>Email</b>	
<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**

ABC Daycare & O-Zone Out of School Club is run by Allerton Bywater Community Partnership. It opened in 2004 and operates from three play rooms within 'The Old School'. It is situated in Allerton Bywater, near Castleford. The setting is open each weekday from 07.30 to 18.00, for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

The setting is in receipt of funding for the provision of free early education for children aged three and four. A maximum of forty-seven children may attend the nursery at any one time and there are currently forty-eight children on roll, all of whom are within the early years foundation stage. The nursery also makes provision for children older than the early years age group which is registered on the voluntary and compulsory parts of the Childcare Register. Children attend from surrounding areas. The nursery supports children with learning difficulties and disabilities.

The nursery employs thirteen members of staff, nine of which, including the manager, hold appropriate early years qualifications. There are three staff members working towards a qualification.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory. An appropriate range of activities and resources are provided in most areas, which gives most children appropriate experiences and opportunities in which to develop their skills and learning. Children's health and safety is promoted suitably in most areas, although there are weaknesses in the medication policy and one aspect of safeguarding children which is not fully met. Children's learning and development is fostered appropriately through some good interaction and an appropriate assessment system. However, there is room for development when identifying children's starting points in learning, ensuring all children have opportunities to be involved in activities and in all staff being aware of individual learning needs. Partnership with parents, outside agencies and other settings that children attend contribute successfully in ensuring that the individual care and learning of all children are fully met. The planning for improvement is satisfactory, with the staff beginning to identify areas for improvement.

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

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

- plan and provide opportunities for the more able children to engage and experience a more challenging learning environment in all areas of learning
- further develop planning to assist all practitioners in ensuring individual needs are taken account of and fully met
- ensure staff promote an inclusive environment with all children, in particular

- young babies joining in with activities
- continue to develop systems that collect information from parents, to assist staff in ascertaining starting points in the children's learning and development
- develop the medication policy to ensure written permission from parents is obtained before administering pain relief medication and ensure sufficient staff have completed specific training in order to administer medication that requires technical knowledge
- provide opportunities for children to develop understanding and a valuing of others, in particular of those with disabilities
- further develop systems to evaluate the quality of the provision and maintain continuous improvement.

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

- ensure risk assessments on outings and trips are fully completed (Safeguarding and welfare).

29/04/2009

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

The management structure is clearly defined. Staff have started to implement methods to improve the quality of the provision. For example, they have completed some training in food hygiene and the Early Years Foundation Stage and are currently working with a development officer in order to provide a more stimulating environment. They have successfully addressed most of the previous recommendations and are in the process of discussing and devising several new projects, such as introducing a page in the profiles for parents to complete noting their children's learning as well as a questionnaire for parents, enabling them to identify the strengths of the provision and identifying areas in need of improvement.

Good safeguarding procedures are in place, which ensure that children are protected appropriately from abuse. For example, existing injuries and concerns are documented and stored away confidentially. All staff have completed appropriate first aid training and vetting and recruitment procedures are robust. For example, there is a very good induction procedure, which includes staff completing a questionnaire on the policies and procedures that they are asked to read. This ensures, they know their responsibilities and in turn children are kept safe and well protected. However, the records of risk assessments regarding outings and trips are not at present adequate as they do not identify the risks on the venues and routes that are used.

Staff work effectively with parents. For example, when there are issues of concern on behaviour, meetings are held and action plans that include good methods, such as reward charts, are implemented both in the setting and at home. Information on the setting is shared well through a prospectus and newsletters and parents can easily access written copies of policies and procedures. Appropriate systems are in place to inform the parents of children's progress. For example, children's

profiles are available at all times and daily record sheets, which include details of sleeping eating and activities, are provided for the younger children. In addition to this, parents are invited to 'open days' to discuss their children's progress. Staff have developed strong links with outside agencies including the local school, which in turn supports children's individual care and learning needs well.

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

Staff provide a child friendly environment where an appropriate range of resources and activities are provided. Children freely choose and explore resources. However, activities are not always sufficiently challenging, particularly for the more able children. As a result, they spend little time on focussing on them. In addition to this, there are limited opportunities for children to develop a good understanding and a valuing of those with disabilities. The observation system overall is appropriate and helps children make suitable progress in their development. However, the recently developed 'All about me' form that collects information from parents to assist staff in ascertaining starting points, is very basic. It mainly collects information relating to items, such as when a child is born, its weight at birth and eye colour. It is therefore difficult for staff to determine at what stages children are at, in order to progress their learning. Also the planning documentation does not clearly identify information on individual children's learning needs and as a result some staff miss opportunities to fully promote children's development.

Adults, interact well with the children when promoting some areas of learning. For example, they promote communication language and literacy well by asking open ended questions. Children are then able to develop their confidence as they enthusiastically recall events, such as trips to the seaside. Children are also able to participate in every day activities, such as finding their name in order to register their drinking cups and are successfully beginning to identify phonic sounds as staff encourage them to sound them out. They are developing a good knowledge and understanding of the world as a result of activities, such as visiting a local nature reserve, making their own passports depicting countries they would like to go and highlighting countries that they have also visited. Babies are curious and thoroughly enjoy sensory activities, such as exploring paint on their hands, feet and upper parts of their bodies. However, on occasions, the very young children are, not included in group activities such as this.

Children have good opportunities to develop an understanding on keeping themselves safe and there is a high emphasis on healthy eating. With staff providing freshly cooked meals, fruit and raisins for the children's main meals and snacks. Children have opportunities to engage in specifically planned activities, such as making collages and displays which promote healthy eating. In addition to this, their individual dietary needs and wishes are successfully met and they are also able to enjoy making their own fruit kebabs. However, children's health is not always promoted effectively as a result of written permission from parents not always being obtained before administering pain relief medication, and insufficient staff having completed specific training in order to administer medication that requires technical knowledge. Staff are good role models and effectively promote

positive behaviour. As a result children are effectively encouraged to develop habits and behaviour appropriate to good learners.

## 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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