

Kelloe Phoenix Centre

Inspection report for early years provision

Unique reference number EY369584
Inspection date 30/04/2009
Inspector Andrea, Jane Lockyer

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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 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

Kelloe Phoenix Centre has been registered since October 2008. It operates from the purpose built sure start building within the grounds of Kelloe Community Primary School. Local amenities and public transport systems are within walking distance. Children are based in three core rooms all on ground level within the centre. Each core room has access to it's own outdoor play space. Children also access the school field and outdoor play facilities. The group is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from Monday to Friday throughout the year from 09:00 to 18:00. There are currently 15 children on roll, 11 of whom are in the early years age range. Children who attend the setting are from the local and surrounding areas.

There are four staff who work directly with the children, all of whom hold a recognised childcare qualification, the National Vocational Level three.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The nursery provides a warm and inclusive environment where children are secure and happy and where most of the requirements are met. Staff have a satisfactory understanding of the Early Years Foundation Stage (EYFS) and in general children are making steady progress towards the early learning goals. However, systems for planning, observations, and assessments are not yet effective in promoting all areas of learning. Positive relationships with parents and school staff ensure that children's individual needs are met well. Some self-evaluation takes place, allowing staff to assess their practice and 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:

- ensure that regular fire drills are carried out
- develop staff's knowledge and understanding of the Early Years Foundation Stage including observation, assessment and planning to ensure that all areas of learning are effectively promoted and children's progress is clearly tracked through the stepping stones
- provide a range of resources and opportunities for children to explore natural materials, value differences and develop their skills in information, communication technology
- continue to develop systems of self-evaluation to clearly target actions for improving outcomes for children.

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

- keep a record of risk assessments carried out for each specific outing (Safeguarding and welfare).

30/05/2009

The leadership and management of the early years provision

Staff provide a very welcoming and friendly environment where children and their families feel valued and included. Staff have established positive relationships with parents. They share their knowledge of the children to ensure that all children's needs are met. Individual details records are kept on all children. Which ensures that key staff have the relevant information to continue to meet the needs of the children they are caring for. Parents are provided with a sufficient information package to ensure that they are informed about the settings practices, policies and procedures. Daily discussions with parents and written daily journals provide parents with appropriate information about their children's care, welfare and learning.

In general staff take positive steps to safeguard children and promote their welfare. Rigorous recruitment procedures are in place to ensure that children are cared for by suitable and qualified staff. Effective risk assessments, visual daily checks and the high standard of security ensure that children are able to move around the indoor and outdoor facilities safely. However, risk assessments for outings have not been carried out, which is a specific legal requirement, and fire drills have also not been carried out. Staff demonstrate a secure knowledge of child protection issues and the procedures to follow should they have any concerns. A range of good policies and procedures are implemented well to promote children's care and welfare.

The newly formed staff team work well together and have a clear understanding of their roles and responsibilities which contributes to the smooth running of the setting. Although systems to monitor and evaluate the provision are not yet fully established, management and staff demonstrate enthusiasm and an ongoing commitment to improve outcomes for children. Since registration staff have attended a number of training courses to improve their knowledge and skills, more resources have been purchased and the layout of the rooms have been changed to promote children's interest and learning. Management and staff have identified some areas for future development such as, developing the outdoor area to provide children with a richer learning environment.

Good links with school staff ensure that children become familiar with teachers and relevant information is passed on, to ensure a smooth transition from the centre to the school.

The quality and standards of the early years provision

Children are happy and settled at the centre. They enjoy affectionate, caring relationships with staff and each other and are developing good levels of self-esteem, confidence and trust. Older children confidently express themselves knowing that their thoughts and opinions will be listened to and valued. Consistent boundaries from staff help children to learn how to behave responsibly. Children are encouraged to think about the consequences of their actions; this helps them

to understand right from wrong and supports their moral and social development.

The nursery environment is well organised. It has clearly defined play areas in all three rooms and in general is well equipped. Toys and resources are easily accessible so that children can make their own choices and initiate their own play and learning. However, there are limited resources and opportunities for children to value differences, explore natural materials and develop their skills in information, communication and technology.

Children enjoy a good range of experiences both in and out of the premises that promote and enhance their individual development and learning skills. They thoroughly enjoy practising their physical skills in the outdoor environment as they learn to peddle tricycles, balance on different shaped blocks and use scooters. They enjoy visiting the local shops to purchase items with money, which promotes mathematical concepts, and exploring the natural environment as they visit parks. Children are able to express their creativity as they engage in a variety of arts and craft using different media, act out familiar scenarios as they role play and imaginatively play with small world animals. Children have good opportunities to socialise with each other as they all come together for meals and snacks and play outside together. Staff provide appropriate opportunities for younger children to develop their self help skills, as they encourage them to wash and dry their own hands, put their coats on and feed themselves. Staff support the development of children's language very well, they actively engage children in conversation, sensitively reinforce pronunciation of words, ask open questions and encourage children to describe what they hear and see. They use songs, rhymes and books to support young children who are developing their language skills.

Staff have a satisfactory understanding of the EYFS and children are making steady progress towards the early learning goals. Staff plan daily activities that reflect children's interests, and use observations to plan the next steps in children's learning. However, observations and assessments for all children are not regular and are not consistently linked to the stepping stones. They are not effectively evaluated so that children's individual next steps in learning are clearly identified against the early learning goals. Consequently not all areas of learning are effectively promoted to enable children to reach their full potential.

Children enjoy a variety of experiences that promote a healthy lifestyle. Good daily opportunities for physical play inside and outside help the children to enjoy exercise and develop new skills. They take part in healthy eating topics, join a little chefs group to make healthy snacks and enjoy healthy well balanced meals and snacks. They follow consistent daily routines for hand washing and are able to take a rest according to their needs. Children are beginning to develop an understanding of safety as they cross roads safely, help to pick up toys so as not to fall over them and follow guidance from staff on how to use equipment safely.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met