

Fruits Of Life Childcare Centre

Inspection report for early years provision

Unique reference number EY385816
Inspection date 05/05/2009
Inspector Judith Anne Kerr

Setting address The Church of the Nazarene, Plymouth Grove, Manchester,
Lancashire, M13 0AF
Telephone number 07979290332
Email fruitsoflifecc@googlemail.co.uk
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

Fruits of Life Childcare Centre at the Church of the Nazarene was registered in 2008. It is one of two settings which are privately owned and operates from four rooms in the Church of the Nazarene in Longsight, Manchester. The setting opens each weekday from 09.00 to 14.30 term time and from 09.00 to 18.00 in school holidays. All children have access to an outdoor play area.

The setting is registered to care for a maximum of 50 children at any one time on the Early Years Register. There are currently five children under five years on roll who attend on differing part-time places.

There are four staff. Three of the staff, including the manager, hold appropriate qualifications. All members of staff are working towards another qualification.

The setting 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.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Staff provide a welcoming and friendly environment where all children are valued. This new setting is developing systems to observe children and ensure they make progress towards the early learning goals. Policies and procedures which are required to support the daily operation of the provision are in place and meet requirements. Close partnerships with parents play an important role in providing an inclusive environment. Staff are beginning to develop strategies to evaluate their practice and are aware of the areas for improvement identified in this inspection.

What steps need to be taken to improve provision further?

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

- ensure parents can contribute at all stages to the assessment process
- ensure fresh drinking water is available at all times.

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

- plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience by using observations to identify learning priorities and matching them to the expectations of the early learning goals (Organisation).

06/06/2009

The leadership and management of the early years provision

Detailed written risk assessments contribute to children's safety. The staff have a purposeful understanding of their role in safeguarding children and know the procedures to follow should a concern arise. All the required records to meet the welfare needs of children and their families are in place and confidentiality is strictly maintained at all times. Accurate records of staff and children's attendance are maintained. The recruitment and selection of staff ensures all adults working with children are appropriately vetted and qualified and that they continue to remain suitable. Ongoing training for staff is encouraged. Attendance on short courses is helping staff to develop their skills and knowledge in specific subjects, such as self evaluation and safeguarding. Through discussions with the manager and staff a clear picture of the setting's strengths and areas for development are highlighted. They recognise that planning for individual children is in the early stages and that self evaluation is an ongoing process.

The staff ensure the provision is inclusive and welcoming. Written policies and procedures are discussed with parents during admission meetings. These help to promote good working relationships and a shared understanding from an early stage. Close relationships with their child's key-worker and the sharing of daily discussions and diaries benefit children, staff and parents. Progress towards the early learning goals is shared verbally with parents but they are not encouraged to be fully involved in supporting their child's learning and development, for example, with identifying starting points. Parents speak very positively about the quality of care and education provided and describe the setting as 'fantastic' and the staff as being 'friendly and helpful'.

The quality and standards of the early years provision

The staff team are steadily developing their knowledge and understanding of the Early Years Foundation Stage and are keen to improve their systems to show how children are progressing. Spontaneous observations are undertaken and progress is monitored. However, although planning is flexible to include children's interests there is no system to ensure a balanced curriculum is being delivered and activities are not linked to the areas of learning. The next steps for individual children are not identified to ensure activities meet their needs. Consequently, the links between planning, assessment and observations are not complete. Good attention is paid to promoting children's personal, social, emotional and language development, which helps children to develop skills that contribute to their future economic well-being.

Children are happy and settled. They enjoy warm relationships with the staff who have a good understanding of the needs of individual children according to their age and stage of development. Resources are easily accessible, encouraging children to become independent learners, develop their self-esteem and confidence and make decisions about what they want to do.

Children have opportunities for creative activities as they mould the dough, paint

and make collage pictures. They are engrossed in their imaginative play as they make dens, stir the spoons in the tea cup and push the doll in the buggy. A cosy book area encourages children's language skills and enables them to develop a love of books as they sit in comfort. In addition, staff and children enjoy stories, such as 'The Hungry Caterpillar' together. This enables them to count the number of strawberries and plums and identify the colours of the fruits. They are introduced to problem solving through daily activities, such as building jigsaws. Fitting the pieces of the train track together helps them develop an awareness of calculation as they talk about one more or less. Resources, such as books, play figures and posters promote a positive view of the wider world and increase children's awareness of diversity.

The staff are good role models, helping children learn the importance of hand washing at appropriate times of the day. The children benefit from having direct access to the garden area which helps them gain physical skills as they roll the balls, crawl through tunnels and balance on the beams. When the weather is suitable all the activities are available outdoors to allow children to benefit from natural daylight and fresh air. Children sit together to enjoy healthy snacks, such as a selection of chopped fruit and vegetables but drinking water is not consistently accessible throughout the session to enable children to freely quench their thirst. Regular fire drills help to ensure children learn how to keep themselves safe in an emergency.

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?	2

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?	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?	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?	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