

Westwood Smarties

Inspection report for early years provision

Unique reference number EY387511
Inspection date 20/05/2009
Inspector Glynis Margaret Kite

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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

Westwood Smarties Pre-school and holiday club is a committee run facility which registered in 2008. The setting operates from a single storey building in the Winton area of Salford. The setting comprises of two play rooms, a community and sensory room, office and kitchen, with associated facilities. There is a fully enclosed outdoor play area. Access to the setting is at ground floor level. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting is registered for a maximum of 44 children under eight years at any one time. There are 41 children on roll. Children attend full and part time places. The setting opens Monday to Friday, during term times only from 09.30 to 15.00. It operates an out of school club for older children during school holiday periods.

Overall effectiveness of the early years provision

The overall effectiveness of the setting is inadequate. The leadership and management is weak and this impacts on how the setting is organised. The manager lacks sufficient knowledge and understanding of the Early Years Foundation Stage and how to implement it to promote the welfare, learning and development of individual children attending the setting. The manager is unfamiliar with self-evaluation processes for the setting and therefore is unable to promote continuous improvement as she does not recognise areas for further development and has not acted upon stated intentions from the registration visit. The manager and staff have limited knowledge and understanding of how to promote inclusion in relation to all of the children attending the setting, which is evident in the provision of adult led activities offered to children.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- obtain from parents details about who has legal contact with the child and who has parental responsibility for the child (Safeguarding and promoting children's welfare) 03/06/2009
- plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs and seek advice regarding planning and observation (Organisation) 03/06/2009
- carry out a full risk assessment for each type of 03/06/2009

outing, which includes an assessment of required adult:child ratios (Safeguarding and promoting children's welfare)

- review and update the policy for safeguarding children to reflect the Local Safeguarding Children Board procedures and ensure that all members of staff understand the safeguarding policy and procedure (Safeguarding and promoting children's welfare) 03/06/2009
- put in place an effective system to ensure that the individual needs of all children are met, in this instance a process for self-evaluation (Organisation) 03/06/2009
- seek advice and support to ensure all staff have the required skills and knowledge with regard to delivering the EYFS (Suitable people) 03/06/2009
- provide children with healthy, balanced and nutritious meals and snacks (Safeguarding and promoting children's welfare). 03/06/2009

To improve the early years provision the registered person should:

- take steps to ensure that hazards to children are kept to a minimum, in this instance by ensuring all electrical equipment on the premises are checked annually for safety
- carry out regular evacuation drills and record details in a fire log book of any problems encountered and how they were resolved, ensure the record is on the premises at all times.

The leadership and management of the early years provision

The manager and half of the staff working directly with the children hold appropriate qualifications. Staff participate in induction programmes and have completed relevant suitability checks. Students and volunteers are supervised appropriately and are never left alone with children. The staff support each other well and understand their roles and responsibilities within the setting. The staff are deployed effectively to ensure ratios are maintained and they are also supported by volunteers. Staff have some opportunities to attend further training and recent training has included safeguarding children for the manager and deputy. One member of staff holds a valid first aid qualification and another is booked on a course in the near future.

Some of the records, documentation, policies and procedures required for the safe and efficient management of the Early Years Foundation Stage are in place and available for inspection. Although the manager was unable to produce others, such as a log for evacuation procedures. The staff do not have a secure understanding of the policy and procedure for safeguarding children and the manager lacks awareness of this. Systems are in place for obtaining information from parent's regarding children's details in relation to their specific needs, such as health, dietary requirements, likes and dislikes. However, some required information has

not been obtained. Written risk assessments are in place for the setting and a daily check list ensures potential hazards to children are minimised, however there is no risk assessments for outings or activities that take children off the premises. The manager has not put in place a system for self-evaluation either formally or informally and as a result has not been able to set targets for future development. The manager does not demonstrate the capacity to make improvements for the benefit of staff and children. She has not reviewed and updated the safeguarding children policy to reflect the Local Safeguarding Children Board procedures as identified at the registration visit. The manager does however, identify as a strength of the setting how well the staff work together and the positive relationships they have with children and parents.

Activities and resources provided for children are generally interesting, organised sufficiently and enjoyable. However, some activities which are adult led are inappropriate for the children, for example, circle time, which includes all children in the age range, that is two years up to four years. All children enjoyed the singing with actions element of circle time, however, most became bored and restless when staff introduced 'flash cards' with pictures and letters. Staff continued with the activity regardless, showing a lack of understanding of the requirements of the Early Years Foundation Stage and how to promote the individual needs of children by recognising the uniqueness of each child and their individual stage of development.

The manager and staff have established satisfactory relationships with parents and exchange routine information about the children on a daily basis. The manager has provided parents with a questionnaire to seek their views about the setting. Of those returned, parent's have made very positive comments about the setting, stating that they are happy with the range of activities provided for their children and the support, interaction and friendliness of staff.

The quality and standards of the early years provision

Children enter the setting happy and eager to play. They have settled well into the routine and benefit from having access to a wide range of resources both indoors and outdoors. Children move freely around the setting making choices about what they play with. Children stay engaged with chosen activities for sustained periods of time, for example, while manipulating dough. Staff play with children and engage in conversation with them, encouraging them to think about what they are doing and supporting their interest, such as making things with plastic construction materials. Children are confident and choose to play with others or independently. Some children are curious and ask questions, such as 'what are you doing' or are happy to just watch what others are doing. Children benefit from the opportunity to play outdoors and spend quite a lot of time running around, climbing and riding wheeled toys. Children also enjoy role play, construction and creative activities outdoors. Staff test children's knowledge of colour as they play with small wooden blocks outdoors. Staff promote some mathematical learning and knowledge of the wider world through play, for example, they sing number rhymes with children as well as using words, such as in, on, under and so on. Some resources are available to promote diversity, such as puzzles and dolls and children engage in creative

activities about other places and types of homes.

Staff do not obtain sufficient information from parents about the children's starting points and observations and planning lacks clarity, therefore it is difficult to ascertain how effective the setting is in promoting learning and development for individual children. There is no formal system for planning purposeful play and exploration for either the indoor or outdoor environments. The manager indicated through discussion that activities are based on a child led approach. However, evidence of adult led activities and written observations demonstrate that staff have limited knowledge of delivering the Early Years Foundation Stage framework, for example, observations of a number recognition activity states that children quickly became bored, children observed in this activity range from two years up to four years.

Children sit together for meals and snacks, this is a social occasion. Children are offered a choice of fruit and milk or water for drinks at snack time. Parents provide staff with information about their children's dietary requirements and staff meet their needs. However, meals are basic and include a lot of low cost, processed supermarket foods. Although some fruit and vegetables are included. Personal hygiene for children is promoted satisfactorily and staff pay attention to the care needs of children, such as when they need tissues or to wash hands after outdoor or messy play. Routine procedures are in place for cleaning the premises and equipment. Required records and policies and procedures are in place for the safe handling of accidents and medication. Staff deal appropriately with children following minor accidents and record the details. An exclusion policy is in place for sick children to help prevent the spread of infection. Children learn about keeping themselves safe through routine activities and with guidance from staff.

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?	4
How well does the provision promote inclusive practice?	4
The capacity of the provision to maintain continuous improvement.	4

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	4

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	4
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	4
How well are children helped to stay safe?	3
How well are children helped to be healthy?	4
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