

Furzehill Childcare Centre

Inspection report for early years provision

Unique reference number	149788
Inspection date	26/03/2009
Inspector	Kath Beck
Setting address	Albert Road, Shanklin, Isle of Wight, PO37 7LY
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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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Furzehill Childcare Centre opened under the present management in 2001. It is privately owned and operates from purpose built premises, with a fully enclosed outdoor area, attached to Shanklin Church of England Primary School, Shanklin, Isle of Wight. Children aged from birth to 13 come from towns and villages across the island and attend a range of sessions depending on their age. The Centre provides breakfast and after school clubs as well as full day care. The breakfast and after school clubs attended mostly by children from the school are open each week day from 08.00 to 08.45 and 15.00 to 17.30. Twelve babies and 68 children aged two to four years attend the pre-school sessions that operate between 08.45 and 11.30 and 12.30 and 15.00. Lunchtime care is provided from 11.30 to 12.30. The toddler and baby room operates between 08.00 until 12.30 and 12.30 to 17.30. A holiday club runs each weekday from 08.00 to 17.30 during the school holidays. Children up to the age of 13 attend all or part of the day. The Centre is closed on bank holidays and for two weeks over the Christmas period. There are 120 children on roll, including 11 under two years of age and 20 aged between two and three years. Forty seven receive funding for nursery education. The setting supports children with English as an additional language as well as those with learning difficulties or disabilities. There are 15 staff who work with the children across all ages of the provision. All except the lunchtime assistants have relevant early years qualifications and some are studying to gain early years professional status. An accreditation of quality was awarded to the Centre by the local authority in 2001 and again in 2007. It is registered on the Early Years Register and the compulsory and voluntary aspect of the Childcare Register. Staff work closely with the Community Children's Centre also on the school site and the reception class teacher in the primary school.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Furzehill Childcare Centre plays an important role within the community. Exceptional links and teamwork between the staff from the nearby children's centre, school and local authority mean that children make a very good start to their learning. The focus on planning to meet the needs of the unique child, whatever their ability or background means children are really happy and remain engaged in many activities that captivate their interest. Their key workers maintain a close relationship with parents and take great care to ensure children learn to be confident and independent. Excellent leadership and management reflect the very strong capacity for continuous improvement that has sustained the high quality of this setting over time.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- checking regularly the improvements to children's communication skills

resulting from staff training in this area of learning

The leadership and management of the early years provision

Determined leadership, teamwork, highly qualified and trained staff, enable children to acquire skills, knowledge and understanding that set a firm foundation for future learning. Self-evaluation is very effective in driving developments. It focuses on what needs to be done to enhance children's progress across the areas of learning and ensure their unique needs are fully met. The partnership with parents and other agencies is especially strong and is used very effectively to improve and sustain high quality within the provision. For example, staff identified that more could be done to improve children's communication skills. Training courses, liaison with the nearby children's centre teacher and the school have led to new strategies to work with parents and within the provision to enhance the development of children's spoken and early literacy skills. Good plans are in place to evaluate the effectiveness of this initiative in the longer term, but few checks are made on the impact on the children's use of language in the short term. All relevant agencies are involved fully as required to gain support to meet specific needs. Computer programmes have been found to assist children with English as an additional language in their acquisition of spoken English, making learning a language fun for all. Parents speak highly of the provision describing it as being part of a large family. They really appreciate the effective partnership with their child's key worker so that their views about their children and their requirements are taken into account. It also means parents have a clear view about their child's day and the progress they are making. The manager has ensured that all the required policies are in place and that rigorous and robust procedures in the selection of staff and monitoring of risks keep children safe.

The quality and standards of the early years provision

Staff in all aspects of the setting use their in-depth knowledge of children in the early years age range, links with parents and sharply focused observations very effectively, to provide a wide range of activities that build on children's interests. Consequently, they make rapid progress across the areas of learning. Children really enjoy choosing from the wide range of resources and activities available to them. Some provide particular challenge. A child fascinated by technology took photographs using a digital camera. The interaction with a member of staff helped him to evaluate the pictures, improve his skills quickly so the pictures were very good and of interest and amusement to other children. These characteristics of engaging activity, high expectations and staff interaction are strong features throughout the setting, including the after school club. They are among the reasons why children do so well. Following recent training staff place emphasis on developing children's communication skills by asking questions, sharing books and providing attractive activities that provoke children into talking animatedly. Many fun physical tasks, such as painting with bubbles or cutting paper help children to develop the ability to control their hand movements in preparation for holding a pencil to make marks. Physical activity and nutritious food keep the children healthy.

Tasks enable children to use their initiative, make decisions and become independent. They enjoy playing alone as well as with their friends. Lunchtime is a sociable occasion as children share their news and successes with staff and each other. They contribute to their environment by taking care of each other, helping to tidy up and behaving really well. Skills, particularly their increasing language and problem solving skills, learned while in the setting give children an effective basis for their economic well-being. Routines, especially for the babies are flexible so that there is a good balance of play and rest time. Children move around the setting sensibly and safely. The baby room, while opening off the main room is separated so that they too can play in a secure environment. At the time of the last inspection there were no key areas for improvement. Since that time partnerships with other agencies have been enhanced significantly and ongoing training including study towards high level qualifications have added much to the setting's continued success and children's achievements.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.