

The Childrens Village

Inspection report for early years provision

Unique reference number EY304153
Inspection date 06/05/2009
Inspector Jasvinder Kaur

Setting address The Childrens Village, Graiseley Lane, WOLVERHAMPTON,
WV11 1PE

Telephone number 01902 553945

Email

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

The Children's Village Centre has been registered since 2005. It operates from purpose-built premises in the New Cross area of Wolverhampton. The centre offers a full day care nursery, a sessional playgroup and crèche services. Each facility has its own designated care base to work from. The premises are easily accessible for children with mobility issues as all areas, including toilets, are located on the ground floor. There is a fully enclosed outdoor play area.

The centre is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 85 children may attend the centre at any one time. All the services operate all year round. The day nursery is open Monday to Friday, from 08.00 to 18.00. The playgroup opens on Monday from 9.30 to 11.30 and on Tuesday and Wednesday from 13.00 to 15.00. Crèche facilities operate as and when needed in conjunction with training courses offered at the centre.

There are currently 112 children aged from six weeks to under eight years on roll. The centre supports children with special needs and children who have English as an additional language.

There are 18 members of staff who work directly with the children, 17 of whom hold relevant early years qualifications. One staff member is currently working towards Level 3 qualification. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. All policies and procedures are inclusive, and most are implemented successfully to promote children's welfare. The partnership with parents and carers is positive, and there is a two-way exchange of information on a daily basis with regard to children's routines. This helps the staff to develop a good knowledge of the needs of children and to treat them individually. Children settle well and are involved in a range of activities which they enjoy. All staff are committed to improving the quality and standard of education and care through continuous self-evaluation.

What steps need to be taken to improve provision further?

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

- improve further the procedure for keeping records of observation and assessment of children and always record next steps in learning for individuals
- promote children's good health with reference to hygiene of toilets.

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

- ensure that all staff understand the safeguarding 14/05/2009

children policy and procedure including the procedure to be followed in the event of an allegation being made against a member of staff (Safeguarding and promoting children's welfare) (Also applies to the compulsory part of the Childcare Register)

The leadership and management of the early years provision

The staff endeavour to improve their provision of good quality care and education by attending relevant training and workshop sessions, and through ongoing support from a teacher mentor. Systematic recruitment procedures ensure that children are cared for by staff who have appropriate qualifications and experience and have completed suitable checks. Sufficient induction and regular appraisals are carried out to ensure staff are aware of health and safety regulations and their training needs are identified and mostly addressed to enhance the quality of education and care. However, not all staff fully understand the safeguarding children procedures, including in the event of an allegation being made against a member of staff and the implications this may have for their practice. This potentially puts children at risk.

Children benefit from a welcoming, stimulating and secure environment created by the staff. The security of premises all through the centre is well-maintained. A detailed risk assessment and daily safety checks are carried out in all areas and for projected outings to eliminate risks. The staff are able to identify targets for improvements in children's care, learning and development. Recent examples include improving the outdoor play area, combining two rooms to meet the needs of children under the age of two and updating most policies and procedures in line with Early Years Foundation Stage (EYFS) requirements. Close links with the Local Authority and ongoing in-house training are the key strengths of the provision, and these assist staff to develop further the planning of activities to meet the requirements of the EYFS framework. Celebrating different festivals all through the year and a wide selection of resources and displays depicting positive images of diversity encourage children to understand and respect the values and differences of others. Staff are aware of the Code of Practice in respect of special needs. Their association with the area Special Educational Needs Co-ordinator (SENCO) and other professionals allows staff to seek advice and support to ensure children's needs are met effectively. This means inclusive practice is well-promoted, so that all children achieve regardless of their background.

Staff establish positive and professional relationships with parents and carers and recognise their contribution as partners in their children's care and well-being. Regular newsletters and information displayed on site keep parents informed of the activities and events within the setting. Parents have free access to their children's profiles, and they are encouraged to take part in children's activities, such as growing flowers and vegetables in the centre's garden.

The quality and standards of the early years provision

Children are contented and confident in familiar surroundings, as the staff are sensitive to their needs and interests. Good settling-in procedures help new children to feel safe and face challenges which promote learning in a secure environment. Good maintenance and organisation of equipment and toys enables children to use the resources imaginatively and follow their natural curiosity as learners. Flexible planning ensures a balance of child-initiated and adult-led activities. All staff contribute to planning of activities. Although staff plan purposeful play, their records of observation and assessment do not always reflect this, and next steps in learning for individuals are not always recorded. This means children are not always sufficiently challenged to make progress across all areas of learning and development.

Children benefit from good child-to-staff ratios. An effective key person system gives reassurance to children to feel safe and become familiar with the setting. The learning environment, with a wealth of displays of children's own art work, enhances their development. Babies interact positively with staff, who spend time talking to, holding and playing with them. One-to-one attention and eye contact help to promote their well-being. A variety of toys and equipment, including mirrors, helps babies to become aware of themselves and develop a curiosity about their environment. It also helps to improve their skills of bodily control and movement.

Children confidently select their toys and involve the staff and peers in play. They respond with delight and enthusiasm to finding worms in their garden and using magnifying glasses. They discuss what other possible creatures could be found in the garden and what they eat. Some children use vocabulary to compare the sizes of worms and count how many they have collected in their pot. Children have been growing fruits and vegetables and learning to care for their plants. A variety of opportunities are given for matching numbers, size-comparison games and counting to supplement children's numeracy skills. This includes counting cups and plates at snack times, how many boys and girls there are in a group and everyday objects in play. Plentiful opportunities are provided for children to develop physical skills. Access to the multi-equipped outdoor play area, the use of challenging physical play equipment and enthusiastic participation in outdoor group games promote children's coordination, and spatial and safety awareness. Younger children show increasing control in holding and using scissors, mark making and manipulating tools.

Children develop their communication skills through routines and themed activities, such as learning sounds and letters, and reading and listening to stories. All children are engrossed in the story session, listen with enjoyment and respond to stories such as 'Goldilocks and the Three Bears'. Staff value their contribution and involve them in conversation as partners. Children use imagination and express thoughts whilst using a good range of art materials to develop their creative skills. They produce their own art work alongside more structured art activities for the purposes of themed pieces or a wall display. Children's talents are supported by a range of sensory experiences, including musical instruments, hand and foot

printing, working with pasta and chocolate, and playing with snow, water and sand.

Children behave well, demonstrating an understanding of the set boundaries and expectations within the setting. All are happy and confident, as the staff use a positive and consistent approach to managing behaviour which takes into account children's levels of understanding and maturity. They increase their knowledge of how to keep themselves safe through regular daily routines and 'house' rules reflecting safety. Children understand the importance of basic personal hygiene and wash their hands before they eat and after using the toilet. They enjoy freshly cooked, healthy and nutritious meals, and fresh fruits at snack times. Drinking water is available throughout the session. However, children's health is not fully promoted due to some poor hygiene of toilets. Nevertheless, there is a good procedure to protect children from the spread of infection in relation to storing babies' food and drinks, nappy changing and any infectious illnesses.

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?	2
How well does the provision promote inclusive practice?	2
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?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	4

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
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?	2
How well are children helped to make a positive contribution?	2
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:

Not Met (with actions)

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

Met

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years section of the report

14/05/2009