

Easton Community Children's Centre

Inspection report for early years provision

Unique reference number	106942
Inspection date	12/08/2009
Inspector	Nigel Lindsay Smith
Setting address	Russell Town Avenue, Bristol, BS5 9JF
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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

Easton Community Children's Centre is a registered charity managed by local parents and care professionals. It was registered in 1985 and relocated to the current purpose-built premises in 1999, situated on a shared site with the City Academy School in Easton. Children have access to a secure enclosed outdoor play area. The setting is open each weekday all year round from January until December and closes for around 10 days for the Christmas holidays.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 66 children in the early years age group and on the compulsory part of Childcare Register may attend the setting at any one time, of whom no more than 66 may be in the early years age group. There are currently 96 children aged from birth to under five years on roll. The setting supports children with learning difficulties and/or disabilities.

There are 22 members of staff, of whom 16 hold appropriate early years qualifications to at least NVQ Level 2. The setting provides funded early education for three- and four-year-olds.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy and make good progress towards the early learning goals because they play in a stimulating learning environment. The setting is strongly committed to meeting the needs of each child who attends and builds good relationships with parents and carers. The staff team are highly committed to the continuous improvement of the setting.

What steps need to be taken to improve provision further?

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

- ensure that evacuation drills are carried out regularly
- ensure that the daily records of children looked after on the premises reflect their individual times of attendance

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

- request written parental permission, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and welfare)

30/09/2009

The leadership and management of the early years provision

Comprehensive policies, procedures and other documentation contributes to the successful management of the setting. However, the registers do not reflect the specific times of individual children's arrival and departure. Thorough recruitment procedures ensure that staff are checked appropriately and arrangements are in place for induction and appraisals. The majority of staff hold a professional qualification and they are encouraged to maintain their development by attending other training events. The setting effectively monitors its provision, for example through use of the Ofsted self-evaluation tool and taking part in the local authority's quality assurance scheme.

A very high priority is placed on ensuring that all children are included fully in the setting. This is strongly supported by employing an Inclusion Support leader, who holds regular reviews for children with additional support needs and works with the key workers to ensure that children's needs are met. There are effective strategies to support children for whom English is an additional language, such as labelling in different languages and the use of visual timetables. There is a strong partnership with parents, who comment very positively on the provision. The setting communicates with other providers involved in delivering the Early Years Foundation Stage to the children.

A comprehensive policy, and staff's clear understanding of their role, ensure that children are safeguarded in the event of any child protection concerns.

The quality and standards of the early years provision

Excellent planning ensures that all children are fully included in the setting and continually achieve the next steps in their development. Children are keen learners in the stimulating learning environment and are confident and sociable in the setting. The staff are enthusiastic and committed to their work. A wide variety of adult-led and child-initiated activities encourages all children to exercise choice and to experiment. Young children and babies take part in sponge painting, selecting colours and enjoying the texture of the paint. They explore the items set out at floor level, for example stacking hoops on a pole. Other activities available to them include singing and listening to stories, exploring treasure baskets, investigating coloured ice cubes and recognising themselves and others through using the mirrors and photos placed at their level. Older children select templates to print with, using paints, recognising shapes such as airplanes and houses. They initiate their own play, for example a child selects a dustpan and brush and sweeps the floor, then selects a book and concentrates as they turn the pages and look at the pictures.

A group of pre-school age children in the Rainbow Unit make play dough with their key worker. They enthusiastically name the ingredients as they pass them round - one mistaking the oil for apple juice. They discuss the fact that the previous time there was not enough dough and they agree that they need more ingredients. They learn to share the cups as they mix together and they respond to the key

worker's questions as they decide whether the dough is dry, wet, or sticky. Children use magnifying glasses to search for plastic bugs placed in the sand. They then decide to experiment by looking at them under water. They develop a role play shopping game, calculating as they use the till. they grow grass from seeds in the garden and measure it. They develop their large physical skills through sessions with visiting sports trainers and through using the rumpus room and in garden activities such as racing and cycling.

The adults make observations for each child which they link to each of the areas of learning. These are used effectively to identify each child's next steps in development. The detailed planning reflects the good knowledge by the adults of each child in their care. The children make good progress because of the staff's sound knowledge of the Early Years Foundation Stage.

Children play safely as the setting assesses any risks to them and the premises are secure. However, fire drills have not been practised frequently enough to ensure that children know how to respond. Children's health is promoted by an emphasis on good hygiene, for example by staff using disposable gloves when changing their nappies. However, the setting does not obtain written permission from parents and carers to seek emergency medical treatment, which is a welfare requirement. There are always staff with current first aid training to deal with any accidents and these are fully recorded and reported to parents. Children enjoy healthy snacks and meals, prepared on the premises.

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?	1
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
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?	2

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?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

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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