

Devizes & District Opportunity Centre

Inspection report for early years provision

Unique reference number	145904
Inspection date	03/06/2009
Inspector	Catherine Louise Sample

Setting address	Opportunity Centre, Bellevue Road, Devizes, Wiltshire, SN10 2AJ
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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

Devizes & District Opportunity Centre was registered in 1978 and is a specialist centre for children with learning difficulties and/or disabilities. It operates from a purpose-built centre in Devizes with families referred to the centre from local towns and villages. Children use a variety of different rooms and have access to two fully enclosed outside play areas and a sensory garden. The setting is open four days a week during term time. Sessions on Monday and Thursday are from 09:15 to 11:15 and 11:30 to 14:00, on Tuesday from 9:30 to 12:00, and on Wednesday from 9:30 to 12:00 and 11:30 to 14:30. The sessions on Monday and Thursday mornings are for under 3s only and they are usually accompanied by parents and carers.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a total of 30 children under eight years at any one time. There are currently 41 children on roll, all of whom are in the early years age range. There are 17 children in receipt of nursery funding. The centre uses a number of teaching methods that are specifically for children with learning difficulties and/or disabilities, such as Makaton and the Derbyshire Language scheme.

There are nine members of staff who work with the children. They all have early years childcare qualifications. The setting receives teacher support from the local Early Years Childcare Development Partnership (EYCDP). It is a member of the Pre-school Learning Alliance.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children benefit from having dedicated and knowledgeable staff who work very closely with parents and professional agencies to ensure that the unique needs of each child are fully met. The setting is fully inclusive and staff take positive steps to enable all children to take part. The provision is monitored and evaluated on an ongoing basis to identify areas for further development.

What steps need to be taken to improve provision further?

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

- further promote positive attitudes to diversity and difference within all children by increasing their opportunities to see positive images of gender, race and disability

The leadership and management of the early years provision

Staff work in close liaison with other agencies and parents to ensure that children's individual needs can be effectively identified and met. All children have individual education plans that are regularly reviewed to assess progress and set targets. Staff provide high levels of support to ensure that all children can access activities and resources, such as playing inside the wooden tepee and playing the musical instruments in the sensory garden. Children who attend more than one setting are well supported. The centre liaises closely with the other providers to ensure that children's individual education plans are shared and it provides good support for children moving on to other settings by sending staff to help them settle in. Children are learning about wider society and different ways of life through activities such as tasting foreign foods and by using resources such as dolls with different skin tones and of both genders. However, there are few images of gender, race or disability displayed in the setting which would further enhance children's positive attitudes to diversity and difference.

Children's welfare is promoted by the keeping of all necessary records and the effective implementation of a regularly reviewed range of policies and procedures. These include a full complaints procedure and a safeguarding children statement. An annual risk assessment of the premises is carried out to ensure children's safety, and risk assessments are made for outings. Staff have a good understanding of child protection issues and know what to do if they identify possible indicators of child abuse. All staff have relevant childcare qualifications and attend a wide variety of training which demonstrates their commitment to further professional development. They work particularly well as a team due to their excellent communication skills and their shared commitment to the children. The setting is completing an external self-evaluation scheme, and both staff and management are involved in ongoing monitoring and evaluation of children's individual progress and the quality of the provision. The setting is continuing to develop the facilities by taking steps such as replacing the climbing frame and installing a digital photo frame so that parents can view photographs of what children do at the centre.

The quality and standards of the early years provision

Children's safety is ensured by daily checks of the premises and grounds to ensure that there are no potential hazards. The premises are accessible by keypad only and gates ensure that children cannot leave the main play area. Children are learning about how to stay safe as staff remind them to hold on tight when they use the sand tray to support themselves and explain that they need to be careful of others who cannot move out of the way. Children are also learning about good hygiene routines. Photographs of a puppet carrying out the various stages of hand washing encourage them to follow these steps. They have nutritious snacks and parents are encouraged to put ice blocks in packed lunches to keep them fresh. Children know they need sun cream applied when they are playing in the sun and staff explain that they need lots of drinks of water when it is hot. Children's behaviour is managed effectively. Staff use various strategies that take account of

the individual needs and the different levels of understanding of each child. Children are encouraged to say or sign please and thank you, and staff remind them that it is nice to share.

Children are making excellent individual progress. Each has their own plan which clearly identifies their individual targets and which is regularly reviewed to ensure that they are progressing well. Staff make highly effective daily observations of the children and these are recorded in children's learning journeys with photographs as additional evidence. The high quality of these assessments enable staff to plan carefully for each child's next steps. Children benefit from the excellent levels of adult support provided. High adult:child ratios ensure that children who need additional help are fully supported. Staff are skilled and knowledgeable. They know the children well and are adept at providing appropriate levels of challenge for each one. Children are encouraged to become independent and a rolling snack time has been successfully introduced to give them choice about when to take a break. They are learning to interact with others and demonstrate that they care for others. For example, a child hands another his magnifying glass so he can look at a bug. Children relish exploring the sensory garden and taking photographs of the environment and of each other. The setting provides particularly good support for children's communication skills, with staff trained to use Makaton and the Derbyshire Language scheme so that they can deliver individual plans drawn up by language specialists.

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.	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?	1
How well are children safeguarded?	2

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?	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

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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