

Friends At Brook Acre

Inspection report for early years provision

Unique reference number EY269371
Inspection date 18/05/2009
Inspector Rachel Ruth Britten / Ron Goldsmith

Setting address Brook Acre Primary School, Hilden Road, Padgate,
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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).

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

Birch Grove Day Nursery and after school club was registered in 2004. The setting is privately owned and is situated on the campus of Brookacre Primary school. Children are cared for in three base areas arranged on one floor. There is a secure area available for outdoor play. A maximum of 50 children aged three months to 11 years may attend the setting at any one time. The setting is open five days a week all year round. Children attend from the local community and surrounding areas.

There are currently 25 children on roll aged from eleven months to eleven years. Of these, 21 are within the Early Years Foundation Stage (EYFS). The setting does not receive funding for nursery education. The care offered to children aged over five years to eleven years is registered by Ofsted on the compulsory and voluntary parts of the childcare register. The setting supports children with learning difficulties and disabilities and also supports children who speak English as an additional language.

The setting employs 7 members of staff including the manager. There is one member of staff who has Qualified Teacher Status; one member of staff qualified to level four in early years, three qualified to level three, and one member of staff qualified to level two. All staff are working towards higher early years qualifications. In addition, the setting employs a cook. The setting receives support from the local authority early years advisory team.

Overall effectiveness of the early years provision

Overall quality of provision is satisfactory. Individual children's needs are met adequately by a friendly and committed staff group who work hard to provide the EYFS in partnership with parents and carers. All children make at least satisfactory progress which is observed and noted by staff. Policies and procedures are regularly reviewed to take account of legislative change and hands-on managers are committed to change for improvement. Information is clearly presented to parents and their views are taken into account to ensure that the provision is effective and inclusive. The nursery is adequately integrated with the neighbouring school and children's centre which benefits children's sense of belonging and independence. Regular evaluation takes place, but does not clearly identify and prioritise improvements, such as those arising at the inspection.

What steps need to be taken to improve provision further?

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

- use the existing observations, evaluations and records to periodically summarise children's progress under the six areas in order to report clearly to parents about children's progress and to identify learning priorities for each child

- extend children's early involvement and understanding of keeping themselves healthy and safe, for example by adopting hand washing routines for children in nappies and including toddlers and children more in the domestic routines of the day
- consider ways to make the activity space and daily routines more understandable and challenging, so that children are able to be more engaged, involved and secure in their setting
- ensure that key person staff develop a close relationship with each of their key children and include, involve, challenge and provide for them to receive an enjoyable and challenging learning and development experience.

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

- keep written records of all medicines administered to children, including ongoing or long term medication and inform parents (safeguarding and promoting children's welfare) 15/06/2009
- improve effectiveness of suitability checks by obtaining CRB checks on new staff initiated through the setting itself and by instigating a system to effectively check staff's continuing suitability (Suitable people). 15/06/2009

The leadership and management of the early years provision

All adults demonstrate competence and a satisfactory capacity to improve. Managers have renewed their operational plan, prospectus, policies, procedures and risk assessments to reflect the EYFS requirements. However, they have omitted to keep records of every medication administration when this is an ongoing or regular event. Managers ensure both that all staff have up to date safeguarding, food hygiene and first aid training and that their continuing professional development is prioritised. Staff also have responsibilities to evaluate and cascade their knowledge into the nursery. Staff appraisal and support systems are in place, although there are no established ways to determine staff's ongoing suitability. In addition, some staff have been employed utilising existing enhanced Criminal Records Bureau (CRB) checks not initiated by this provider. The provider may not therefore have seen all relevant information available from the CRB.

Quality assurance tools, including the Ofsted self-evaluation form, are utilised and the success of teaching plans and the learning environment are regularly reviewed. However, clear plans for improvement have not been devised to give managers and staff priorities for the future. Nevertheless, initiatives to provide continuous provision of the six areas of learning and improve the quality of the outdoor play experience for children have recently been implemented. Consistent staff are deployed as key people in designated home rooms for each child, although a reduced roll and staff numbers mean that children of various ages are currently together throughout the day. Managers and the after school staff member conduct pre-school and school runs to the neighbouring school and ensure satisfactory

exchange of information with parents and the adults providing services in the pre-school and neighbouring children's centre.

Parents are included through daily routine sheets, feedback boards, newsletters, questionnaires and occasional parents' evenings. A rolling slide show in the entrance shows parents the improved quality of children's outdoor play experience using versatile construction, water and adventure play materials. Parents feel welcome in the setting and are generally satisfied with safeguarding procedures such as door security, signing in, emergency procedures, protection from abuse, complaints, behaviour management, the safety of the indoors and outdoors, staff vigilance and teaching to children about safe play and conduct. Parents are informed about what their child has been doing and achieving but they do not routinely view their child's individual record or receive help about what they could do at home to help their child make more progress.

The quality and standards of the early years provision

The provision helps children to make sound progress and have positive attitudes to learning. Displays, equipment and resources are mostly stimulating, accessible and offer choices across the six areas of learning. Picture and symbol labels help children to know where things belong and there is plenty of space to set up and use materials variously. Babies receive consistent care and their senses are promoted well through a variety of media, including musical instruments, treasure baskets, sand, balls, water and spaghetti. Their key worker has individual goals for each baby and organises herself to promote these. Pre-school children and toddlers play in one large space together and the babies can see them. Water play, role play and outdoor resources promote independence, problem solving, creativity and construction well, especially when staff make efforts to challenge and extend what children choose. However, resources for problem solving, technology and prompts for emerging letter and word recognition are few indoors and low level wall space is underused.

Themes and activities are based upon children's interests and choices and key staff make regular observations and progress notes on each child. However, little time is spent planning or talking afterwards with children about their play and activities to help children consolidate their learning. In addition, staff do not make any initial plans or regular summaries of children's progress in the six areas. This makes it difficult both to show parents how their child is progressing or to know what areas need to be prioritised for a child.

Children are satisfactorily safeguarded and their welfare promoted. Children are valued and their sense of belonging is nurtured through inclusion in serving their meals and helping to clear up their toys. They are helped, shown and encouraged, so that they can put on their indoor slippers, wash their hands, dress for the cold or wet play outdoors, clear up, wipe their noses and dispose of the tissues. Babies are not learning hand washing habits early however. Healthy amounts of physical activity indoors and outdoors are offered and food, such as fruit, cereals, salad, and vegetables are given each day. However, cakes are the only option for afternoon snack on the day of inspection and sweets are used as prizes for after

school children. Children learn how to play safely and take realistic risks as they play indoors and outdoors, for example, using a climbing frame or ropes and materials to make dens. They also know what to do in an emergency by practising actual evacuations. However, their involvement in keeping themselves and their play environment clean and safe lapses at times. For example, toys are posing tripping hazards in the afternoon and adults are out of the room washing up.

Children are mostly included and have their individual needs met. Dietary and sleep requirements, particular physical needs and family situations are sensitively catered for, including where English is an additional language. Behaviour issues and any concerns are properly logged and dealt with in consultation with parents. Children have adequate access to positive images of both disability and a range of different cultural backgrounds. Children generally play well together and enjoy good relationships with staff. However, some children play alone quietly and do not always receive as much adult input to challenge and help them progress.

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?	3
How well does the provision promote inclusive practice?	3
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?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

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