

Whipton Children's Centre

Inspection report for early years provision

Unique reference number	EY361487
Inspection date	05/06/2009
Inspector	Janet Butlin
Setting address	Hill Lane, Whipton, Exeter, Devon, EX1 3JP
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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

Whipton Children's Centre is managed by Action for Children and was registered in 2007. It operates from a self contained building comprising several rooms and play spaces. There are secure outdoor play areas and the building has good access. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for up to 35 children under the age of eight years, all of whom may be in the early years age range. At present various sessions and services are provided, including three two-hour sessions a week where 12 children are enrolled in the early years age range. The setting supports children who have English as an additional language and those who have learning difficulties and/or disabilities. In addition to the Cluster Manager and various modern apprentices a core staff of six support the provision, five of whom have appropriate qualifications. The setting receives the support of the local authority and works closely with the adjacent school.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. A thoughtful, reflective, consistent and cohesive team are very well managed to provide and maintain a highly effective provision. Children are kept extremely safe and their individual needs are conscientiously identified and met. There is strong, effective partnership working between the setting, parents and local supporting agencies. They continuously reflect on their practice and create well considered plans for future development, and many of these plans have been successfully implemented. The setting's capacity to maintain continuous improvement is excellent.

What steps need to be taken to improve provision further?

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

- ensure documentation consistently reflects the terminology of the Early Years Foundation Stage

The leadership and management of the early years provision

The setting has been extremely proactive in driving forward improvement and assuring quality. They have worked hard to achieve a prestigious award underpinning and endorsing their commitment to children's centre principles. The setting is continually reviewing systems in order to identify any required changes, for example they are aware that ensuring all documentation reflects current terminology is an area to develop. They also liaise with other children's centres in their local cluster to share good practice. Staff are supported in their professional development and have undergone additional training to enhance the experiences of the children in their care. They have also completed training to support them in

implementing methods of helping parents to be even more involved in children's learning.

Parents welcome the information they receive describing what their children have been doing. This helps them to reinforce their children's learning by, for example, talking about the day's activities on the way home. This information is presented with appropriate regard for confidentiality. Parental feedback is sought and valued and the setting adjusts their methods to reflect this information. A very warm welcome is extended to all members of the family and parents are keen to convey how happy they are with the service provided. The setting works very closely in partnership with local agencies and the adjacent school. There are also excellent systems in place to liaise with other provision attended by children. The setting ensures that children's individual needs are known, respected and met. Their home languages are valued and the setting is proactive in removing any barriers to communication.

Excellent use is made of an extensive range of very high quality resources. All are in exemplary order, presented in an inviting way and totally accessible to all the children. They are checked regularly to ensure they are in good condition and all areas of the setting are rigorously checked before the children arrive, to ensure all spaces are safe and free of hazards. The established systems of working with local agencies ensure that staff are secure in their understanding of child protection procedures and safeguarding issues. They have helpful policies and guidance to refer to in the event of having a concern. Very robust systems ensure that all who come into contact with children are suitable. Staff are valued and well trained and all are totally committed to safeguarding the children in their care.

The quality and standards of the early years provision

Children are making excellent progress in their learning, based on their individual starting points. This is evidenced by their lively enthusiasm for learning and the comprehensive, detailed and up-to-date records that are kept for every child. Staff are extremely effective in ways of supporting learning and confidently describe aspects of their key-children's development and the next steps in their learning. The plans for children's next steps are supported in practice. Staff make excellent use of schemas as a way of identifying children's interests and thinking and this knowledge is threaded through the planning for the next session. This means children's learning is supported individually and is based on what they already know and can do. Staff's dedicated enthusiasm for providing a quality experience for the children is remarkable. The setting have created a specific assessment tool to inform plans to meet locally identified need and this, together with other methods of recording observation and assessment, results in meaningful, useful working documents that are used effectively to support children's learning. Children are confident and enter the setting enthusiastically, greeting their friends and members of staff as they do so. They take pride in attempting to write their names on their badges and talk about the activities they are looking forward to. A strength of the setting is the skilful way staff focus on supporting children's communication skills and their speech and language development. They work closely with the local authority and the adjacent school to develop effective

strategies to help children engage with sound, for example recognising confidently the number of syllables in their names. They begin to understand mathematical concepts as they explore size, length and quantity, for example as they construct train tracks and engage with numbers as the representation of quantity in meaningful ways. Children become very absorbed in their role play, which, as well as further supporting their communication skills, enables them to play harmoniously with their peers. They enjoy free flow play where they move easily from the indoor to the outdoor environment. Excellent use is made of the superb toys, equipment and resources within this stimulating environment. Children develop their large muscles as they climb, clamber and balance in the safe, soft-play room. They also manoeuvre wheeled toys outdoors with skill and control. Children explore taste, texture and colour during their many activities and are tuneful singers.

Children play in a pristine setting where excellent standards of hygiene are implemented. They learn how to protect themselves from infection, for example by washing their hands thoroughly after using the lavatory and before they eat. They enjoy the benefits of playing in the fresh air every day. Children remain well hydrated as they help themselves to a drink whenever they want one. They talk, and sometimes enjoy a story, about healthy fruit and enjoy a plentiful amount at snack times. When lunches are provided the setting ensures they are nutritionally balanced and prepared in accordance with high standards. Children are kept very safe in the setting as the premises are totally secure and protected by keypad entry systems on constant monitoring of the entrance. Children are confident in the procedure to be followed in the event of an emergency as they rehearse it regularly. Children demonstrate that they feel secure and safe in the setting as they are confident, comfortable and have excellent relationships with staff and each other. This is also evident in their exemplary behaviour. They respond to the calm manner of staff and follow agreed codes, for example sharing popular resources good naturedly. Children develop a sense of ownership of the environment as they take pride in observing how the wildlife garden they have been involved in creating is growing. The setting works hard to support children and families in developing and sustaining skills for the future.

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

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