

China Fleet Under 5's

Inspection report for early years provision

Unique reference number	102898
Inspection date	10/06/2009
Inspector	Christine Powlesland
Setting address	North Pill, Saltash, Cornwall, PL12 6LJ
Telephone number	01752 854669
Email	sales@china-fleet.co.uk
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

China Fleet Under 5's has been registered since 1991 and is privately owned. It provides a service to members of the China Fleet Country Club, which is situated on the outskirts of Saltash. The group operates from a purpose-built, self-contained building in the grounds of the club. Children have access to enclosed outdoor play areas. The setting is open each weekday for children aged nought to two years from 09:30 until 12:15, for children aged two years to five years from 09:15 until 12:15 and also an afternoon session is provided for children aged nought to under eight years from 13:00 until 15:00. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 30 children may attend the setting at any one time. There are currently 100 children attending from birth to under five years on roll, the majority in part-time places. Most children live locally and 13 also attend the early years units of local nurseries during term time. The nursery currently supports a number of children with disabilities. There are 11 members of staff, nine hold appropriate early years qualifications to at least National Vocational Qualification level 2. The setting provides funded early education for three and four-year-olds and is a member of Cornwall Preschool Learning Alliance.

Overall effectiveness of the early years provision

Overall the quality of provision is good. Children are very well cared for by the staff team and are making good progress in the Early Years Foundation Stage. All children are fully included in the range of available activities and benefit from regular use of both the indoor and outdoor environment. Adult:child ratios are well maintained and children received high levels of praise and encouragement throughout the session. Staff interact appropriately with the children and have begun to establish a format for evaluating their practice. Their capacity to maintain continuous improvement is good as they continue to attend relevant training to extend their personal development.

What steps need to be taken to improve provision further?

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

- develop systems to liaise with parents and other providers delivering the EYFS for children to ensure progression and continuity of learning and care, working together to extend children's learning
- continue to develop the observation systems in place to clearly identify the next steps in children's learning and development, including evaluation for success or improvement
- extend the record of risk assessments to include outings to ensure children are appropriately safeguarded
- ensure all children are provided with healthy options at snack time and consider the organisation of snack time so it becomes a learning experience for children

The leadership and management of the early years provision

All staff work well together and are suitably qualified and experienced. They are appropriately deployed throughout the sessions, ensuring children are safe and well cared for. They are supported by management in their continuing professional development and have taken active steps to meet the recommendations set at the last inspection. Staff record children's achievements accurately but have not yet finalised their planning format to identify how children's individual targets for future development and learning will influence planning.

The partnership with parents is good and parents are positive about the feedback they have concerning their children's progress and achievements. Children's developmental records can be viewed by parents at any time and some have taken record books home to read in depth. However, staff have not yet fully developed a system to liaise with other providers or involve parents in contributing to children's records in order that all involved are genuine partners in supporting children's progress.

The setting has implemented a comprehensive range of policies and procedures to support practice, which are made available to parents. Robust procedures are in place ensuring that adults working with children are checked for suitability or supervised at all times. Visitors to the setting are monitored effectively. Written risk assessments are in place but do not fully cover outings. Children are kept safe in the setting as staff closely supervise them and help them learn how to behave safely and sensibly. They are further protected by staff knowledge of the child protection procedure to be followed in the event of having a concern.

The quality and standards of the early years provision

All staff work hard to provide a warm and secure environment where children feel valued, thrive and become emotionally secure. Children are happy and settled and learn respect for each other, copying staff who model courteous behaviour and language. The wide range of good quality, safe resources and activities enable children to gain knowledge across all areas of learning. Children self register as they recognize their own name card and place it on the board as they enter the setting. They use the imaginative play area well, putting on the uniform of a nurse or paramedic and asking a staff member to lie in a hospital bed as the patient. They use the toy instruments to look in her eyes and ears then listen to her heart with a stethoscope, deciding she is well enough to walk into the ambulance.

There is an excellent balance of adult and child led play and learning. The variety of visits from people, such as Fire Brigade officers, contribute significantly to children's growing awareness of the wider world. Children care for each other, for example a child joining others at the play dough table asks politely for some play dough and is given some by another child. Children confidently talk to adults in their play, offering a play dough biscuit but reminding the adult it isn't real so they mustn't eat it. When asked what the small orange shapes in the play dough could

be children approach a member of staff for an answer, discovering that they are called lentils and showing they know how to resolve a query.

Children choose to play outdoors and practice personal skills as they remove their socks and shoes before paddling in the pool. They develop large muscles as they slide, balance and climb on the interesting range of outdoor equipment. Children concentrate well as they build with construction bricks on the floor mat, incorporating cars into their play then taking these outside to use in the sandpit. Children sit together and use signing as they say good morning. Together they count the number of children present, 11, and then add three adults, to a total of 14. They enjoy completing the weather chart, together working out the number that follows nine is 10.

The setting operates an effective key person system which ensures that children's own needs and preferences are identified and respected, such as individual sleep times. Babies flourish in the calm and relaxed atmosphere of their playroom as they explore interesting toys and practice their developing skills of crawling and walking. There are effective systems to identify children's specific dietary requirements to ensure individual needs are met. However, although older children are offered a healthy choice of fruit, cheese and crackers younger children are not given a healthy option. Children sit together for snack time, which is a social occasion when the adults serve the children. This system provides children with limited opportunity to develop independence by serving themselves.

Children are well cared for in the event of having an accident as staff are qualified in first aid and have obtained all necessary consents. They are kept safe as staff supervise them constantly. Children are well behaved and are learning skills for the future as they help to tidy away, singing a special song together as they do this.

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?	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?	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