

Raunds Child Centre

Inspection report for early years provision

Unique reference number EY312624
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Inspector Marion Wallace

Setting address The Mobile, Manor School, Mountbatten Way, Raunds,
Wellingborough, Northamptonshire, NN9 6PA

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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

Raunds Child Centre was registered in September 2005 in new purpose-built premises in the grounds of Manor School in Raunds in Northamptonshire. The pre-school has sole use of the premises. It is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The pre-school accepts children from two and a half years to the end of the Early Years Foundation Stage and operates nine sessions a week from 09:00 to 11:30 and from 12:30 to 15:00, term time only. It provides a lunch club four days a week. The setting has use of two large playrooms, a kitchen and toilets. The centre is in the process of relocating the covered area. There are currently 58 children on roll, including 46 funded three- and four-year-olds. The setting receives support from the local authority advisory teacher and works closely with the local primary school. There are eight members of staff who work with the children, of whom seven have an appropriate qualification. The centre provides disability access to and within the centre.

Overall effectiveness of the early years provision

The overall effectiveness of Raunds Child's Centre is satisfactory and adequately meets the needs of all children. They enjoy their time at the centre and they develop a positive attitude to their learning because it is a caring and inclusive community and relationships are good. Leadership and management and capacity for continuous improvement are satisfactory. The centre is well organised and runs smoothly on a day-to-day basis but leaders do not yet evaluate strengths or identify areas to improve and consequently there is as yet no clear plan for development. The adults monitor and record children's progress and they are starting to use this information to inform their planning.

What steps need to be taken to improve provision further?

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

- use assessments more rigorously to ensure planned activities are closely matched to the needs of all children in all areas of learning
- ensure the setting monitors, records and evaluates the effectiveness of its activities to ensure the best possible outcomes for all children
- identify a clear action plan to ensure progress in all aspects of the centre
- ensure all adults use questions to extend knowledge in all areas of learning and to challenge children especially the more able.

The leadership and management of the early years provision

The manager is adequately qualified and experienced and leads a caring, well-qualified team.

There are appropriate staff-to-children ratios and this contributes effectively to the

care provided. Staff are well supported by committee members and office staff who are keen to see the centre flourish. Adults are adequately qualified and experienced and they work together well as a team. Daily routines are well established and the centre runs smoothly because organisation is sound. Consequently children's learning and welfare are satisfactory. Safeguarding and child protection procedures meet statutory requirements. Staff have an adequate understanding of safeguarding aspects and policies are implemented well.

The senior staff have a fair understanding of the strengths and weaknesses of the provision and all recommendations made at the last inspection have been dealt with. Monitoring and evaluation of the provision however lacks rigour as not all activities and initiatives are consistently evaluated and recorded. There is no clear plan to ensure progress in all aspects of the provision. Weekly team meetings provide staff with an opportunity to reflect on the week's activities and monitoring, assessment and recording on a daily basis is developing well. Staff are starting to assemble assessment information. All children have their own record and profiles and staff are starting to use these to inform their planning. Most children enjoy the activities offered; a few more-able and younger children are not always challenged by the activities provided.

A satisfactory range of resources are well used. The pre-school works well with parents, the local school and support services to ensure children benefit from the care. They make necessary links with any extended services. All required written policies and procedures are in place, regularly updated and adequately written.

The quality and standards of the early years provision

Children are cared for well because adults have an adequate understanding of creating a safe and enjoyable learning environment in which risk is minimised and children learn to take care of themselves. Children make satisfactory progress in all areas of learning and development because they enjoy the activities planned for them. Warm relationships with adults and good links with parents enable children to settle easily into the pre-school routines and to feel safe and secure. Adults ensure that there is an appropriate balance between children making purposeful choices about their activities and being directed and guided. Children are guided to use equipment and resources safely and staff ensure that any risk is minimised, consequently children learn to stay safe. All welfare requirements of the Early Years Foundation Stage are met.

Adults assess children's learning adequately but this information is not always used rigorously to ensure activities are planned closely to match the needs of all children in all areas of learning. Adults relate well to children and are warm and supportive. Questions are used to check understanding but adults sometimes miss opportunities to use questions to extend knowledge and awareness in all areas of learning. More-able children are not always challenged and consequently learning opportunities are sometimes missed. Parents are positive about their children's learning but some felt their children were not always challenged as much as they could be in all areas.

Children make good progress learning to adopt a healthy lifestyle because healthy food such as apples and tomatoes are available at snack time. Opportunities for children to engage in a range of energetic activity such as balancing, climbing, sliding and jumping are good. Children develop adequate knowledge of their local community and older children visit the local school. They make good gains in developing their relationships with adult helpers and each other. Children help to plan the centre rules and they learn to behave well because expectations are very clear. They make sound progress developing skills and knowledge for later life. Children learn to consider the needs of others and to co-operate with each other. When during role play in the home corner a small group help each other prepare the food, feed the baby and put the baby to bed. They show concern when the baby does not go to sleep. Children are encouraged to use the computer and they make fair progress developing their skills. They make satisfactory progress developing their listening skills and their ability to concentrate on activities for example listening to the story 'Cock a Moo Moo'. Children join in singing games enthusiastically and they sensibly make a large circle for the 'Farmer's in his Den' game. They respond to the adult request to join in the actions and verbal response.

Opportunities to respond to challenging questions, and tackle problem solving tasks are less well developed because daily planning does not closely match activities and challenge for the to individual needs children's different abilities and ages. Play dough, puzzles, painting and mark-making tools ensure children adequately develop skills for all areas of learning.

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?	2
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?	2
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