

House Martins Day Care Centre

Inspection report for early years provision

Unique reference number 400095
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Inspector Katy Elizabeth Wynn

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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

House Martins Day Care Centre was registered in 1999 to provide full day care. It is a privately owned provision managed by the owner. It operates from a Victorian grade one listed building in Malton town centre. The accommodation for the children is provided on two levels and consists of a self-contained baby room on the first floor and three toddler rooms. In the adjacent converted barn is the foundation unit. Each area has toilet facilities and there is an office and kitchen facilities on the ground floor. There is an enclosed outdoor area at the rear of the premises and children also use the garden area which is located close to the property and owned by the nursery.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to provide care for a maximum of 30 children with no more than 12 children under the age of two years at any one time. There are currently 72 children on roll and 49 are in the Early Years age group. Children attend for a variety of sessions. The nursery is open from 08.00 to 18.00 Monday to Friday all year round with the exception of Bank Holidays.

There are nine full time and four part time members of staff working with the children. All the staff have an early years qualification and two members of staff have Early Years Professional Status. The nursery receives support from the local authority and is in the process of completing the Steps to Quality.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Practitioners observe and assess children's learning and children are provided with a range of positive learning opportunities which enable them to make good progress. Robust procedures are in place to ensure children are healthy and actively involved in their community. Parents are recognised as key partners in children's care and learning and there is an extremely strong partnership between home and the setting. However, partnership with other settings that children attend is in the early stages of being developed. Leadership and management have a clear understanding of the setting's performance and demonstrate a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- update the record of risk assessment to include any assessments of risks for outings and trips
- develop further the communication with other settings that children attend to ensure continuity in their learning and development.

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

- improve the risk assessment so it is individual to the setting, includes information who conducted it, date of review and any action taken following a review or incident (suitable premises, environment and equipment)

11/08/2009

The leadership and management of the early years provision

Robust recruitment and vetting procedures at induction ensures that all staff are suitable to work with children. Staff are fully encouraged to pursue training opportunities to improve their qualifications and this helps to broaden their expertise. All the staff hold a relevant childcare qualification and two members of staff have Early Years Professional Status. Staff work very effectively and are a committed team and management ensure they are deployed effectively to support children in each of the rooms. All required policies and procedures are in place and implemented well to underpin the welfare of the children. Staff demonstrate good understanding of their responsibilities with regard to safeguarding children and clearly describe how to take appropriate action to report any concerns they have. The setting has recently fixed a finger print access system on the front door of the building ensuring children are safeguarded. Written risk assessments are in place but are not individual to the setting and do not include all the information needed to meet specific legal requirements.

The management has established efficient systems to monitor and evaluate the effectiveness of the service, these include collecting information from parents, children and staff, and also working with professional advisers. Consequently, this enables the management to identify areas for improvement and take the appropriate action to address these. The setting has taken action to meet the recommendations made at the last inspection which has secured further improvement.

Good working relationships are in place with parents who receive a range of helpful information about the setting. Useful systems are in place to ensure parents are kept informed of their children's routines and progress, for example, daily discussions and parents evening. Parents report that they are kept fully informed of their children's progress. Parents are encouraged to be actively involved with their child's learning at home by completing learning stories and sharing photographs of activities children have enjoyed at home. The nursery has taken some steps to liaise with other settings that children attend, to help provide consistency for the children. Effective systems are in place to work with schools that children move on to, so that both parties can work together to deliver a coordinated service and make the transition process effective.

The quality and standards of the early years provision

Staff have a good knowledge and understanding of the EYFS learning and development requirements and effectively use the framework to plan activities which are adapted to suit the individual needs of children. They understand that every child is unique and work closely with parents to ensure children's individual needs are met. Staff closely monitor children's learning through regularly observing and assessing individual children to identify their progress and achievements over time. Children's portfolios show how children are progressing and this information is used to inform future planning. Long, medium and short-term plans are informative and identify learning intentions for individual children. Consequently, children are motivated in their play and are making good progress towards the early learning goals.

Staff support children well and create an enabling, child-centred environment. Adult-led and child-initiated activities are well balanced to encourage children to be active learners. Children's personal, social and emotional development is fostered with the environment organised to encourage children's independence and to develop their practical life skills. For example, they decide when they would like to have their snack or play in the outdoor area. They confidently go to the toilet on their own or put on their own aprons for an art activity. Children have regular opportunities to express themselves creatively and to explore varied materials and media on a daily basis. Children act out real life experiences in the role play area as they pretend to cook and care for dolls. They regularly experience music and use their imaginations and listen and respond with enjoyment when looking at books and listening to stories. Children's language and communication skills are developing well and this is actively encouraged and fostered as the nursery is taking part in the 'Every Child's A Talker Project'. Children's physical development is promoted with opportunities to exercise incorporated into the daily routine including using the exciting outdoor environment. Children use the facilities outdoors with gusto as they pretend to sail on the high seas and collect treasure using the pirate ship decking area. Children develop confidence and understanding in problem solving, reasoning and numeracy. Mathematical concepts are reinforced through the daily routine and include a varied range of activities which involve numbers, shapes and patterns. For example, children regularly explore concepts, such as quantities and volume when playing with water or sand. Staff promote a positive awareness of diversity through discussion and many activities. Children regularly participate in activities that further develop their understanding of the environment, including learning about the weather, seasons and the natural world, with the outdoor environment and garden area used to its full potential. For example, children have planted and are growing a varied range of vegetables, herbs and flowers in their garden. Children are developing a real sense of community as they visit the market town, for example, visiting the cattle market and buying fresh fruit and vegetables from local suppliers.

Staff have a good understanding of the welfare requirements of the EYFS and effective steps are taken to safeguard and promote the welfare of children. Staff support children extremely effectively to minimise the risk of cross-infection and children are beginning to learn the importance of personal care routines to keep

themselves healthy. For example, children are sensitively reminded to wash their hands before eating their snack and they discuss the reasons for doing so. Children independently access the anti-bacterial gels to prevent the spread of infection. Children have very good opportunities to learn about healthy eating through discussion and planned activities. They know it is important to eat plenty of fruit and vegetables and they are provided with healthy food choices at snack time. The environment is safe and children are learning how to keep themselves and others safe. For example, children participate in fire drills and therefore learn how to stay safe in an emergency. Children behave well and consistent praise and encouragement from staff ensures children develop high levels of self-esteem. Children are respected and highly valued as individuals and in turn, are learning to respect each others' differences and to manage their own behaviour. They play an active role in the setting and this results in them being secure in their surroundings and feeling confident in making choices. Staff are positive role models and reinforce sharing and respecting each others' feelings.

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?	3

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?	1
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