

West Berkshire Mencap Childrens Services

Inspection report for early years provision

Unique reference number	955621
Inspection date	04/08/2009
Inspector	Melissa Cox
Setting address	Enborne Gate, Enborne Road, Newbury, Berkshire, RG14 6AT
Telephone number	01635 41464
Email	administrator@westberkshiremencap.org
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

West Berkshire Mencap Children's Services are provided by West Berkshire Mencap, a registered charity. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The out of school care services, which first started in 1997, meet in the Mencap Centre building, which is owned and run by the charity. The centre is purpose built and facilities include a large hall, a multi - sensory room, a quiet room, soft play room and an enclosed outdoor play area.

Children attending have learning disabilities and come from all areas of West Berkshire. Facilities offered include a holiday playscheme, Saturday schemes and an after school club. The playscheme operates for a number of weeks during school holidays, offering activities and care for 25 children aged three to eight years and also for children aged eight to 19 years. This meets on Mondays, Tuesdays, Thursdays and Fridays between 9:30 and 15:30. In addition the group operates a Saturday club one Saturday per month, offering activities and care for eight children aged five to 10 years between 9:30 and 12:30 and 13:30 and 16:30. Bubble club is a parent and toddler group and operates every Wednesday morning 10:00-12:00 term time only and Funky Thursdays youth club for children aged 12 to 20 years operates term time only from 18:00 - 20:00 on a Thursday evening. The number of children on roll varies.

The children's activities officer and the leaders of all the clubs have or are undertaking early years qualifications. A variety of staff is employed during the year and are supported by regular volunteers.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. There is an extensive range of experiences provided in a vibrant and stimulating environment and the successful interaction of the staff ensures that all children are highly motivated in their learning. The self-evaluation process is extremely thorough and effective, showing that leadership and management is very forward thinking and committed to future improvement. The extremely detailed policies and procedures and very well-organised documentation demonstrate that all elements of the EYFS are rigorously implemented to promote every child's welfare and learning successfully. High priority is given to developing positive partnerships with parents and other settings to ensure children's individual needs are effectively met.

What steps need to be taken to improve provision further?

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

- further enhance the outdoor area to promote learning outcomes

The leadership and management of the early years provision

Leadership and management are outstanding and provide excellent guidance and support to all staff. Systems to evaluate what is offered are rigorous and management constantly strive for excellence. The forward thinking of the management demonstrates a very committed attitude to continuous improvement and action plans are identified for all staff to promote their development and help improve outcomes for all children. High importance is given to promoting staff knowledge through regular training opportunities for permanent staff and volunteers.

Documentation is extremely well-organised, with effective recording of accidents, medication and attendance to promote each child's health and safety. There are extremely robust recruitment procedures implemented to ensure all staff are suitable to work with children. Staff have an excellent understanding of safeguarding procedures and fully understand their role in reporting concerns and ensuring all children are protected. There are rigorous safety checks undertaken to ensure all areas are safe and staff are vigilant in their supervision of children. Risk assessments for the premises, outings and medical needs are in place and are extremely thorough. Security is excellent with staff monitoring access to the building at all times. All rooms and outdoor areas offer extremely inspiring learning opportunities with an extensive range of resources which are easily accessible to enable all children to make choices.

Staff are enthusiastic and committed, creating a positive environment and enhancing children's daily experiences of the setting. The consistent implementation of appropriate policies supports the efficient running of the setting and means that children are cared for in a safe environment. Rigorous checks and a clear induction procedure ensure that staff are suitable to work with children and are aware of their responsibilities. Thorough risk assessments are carried out, meaning that children are able to move safely between their activities. Their welfare is promoted because there are comprehensive procedures for safeguarding children.

Planning is detailed and of high quality. Staff meet weekly to discuss every child's response to their recent activities, their emerging interests, and any particular needs they may have. These discussions form the basis of plans which set out the week's individual activity suggestions for every child. There is a careful balance of adult-led activities either for all the children, or for groups and individuals, with activities children can choose for themselves. The setting has thorough procedures for self-evaluation. They adopt a positive approach to this and actively seek feedback from staff and parents to inform the review of their work. This information is utilised to inform the development of plans for the future, leading to the potential to improve outcomes for children.

The setting works well with parents and carers, facilitating the thorough exchange of information in order to provide consistent care and promote children's learning and development. Regular newsletters, informative displays and written reports

ensure that parents are offered thorough information and feedback about their child's progress and activities. Appropriate liaison with others providing care for the children further supports the provision of consistent care.

The quality and standards of the early years provision

Children play in a safe and clean environment where staff provide a range of toys and resources including specialist equipment to encourage children to explore and learn through their play preferences. Children make choices about the activities they want to play with and whether they want to be indoors or outside. Staff are warm and caring and talk knowledgeably about the children they care for. They provide good support for the children and plan activities to take account of their interests and needs. They participate in a wide variety of activities that support them in making excellent progress in all areas of learning. This is supported by thorough procedures for assessing their progress, developing individual learning plans and feeding children's needs into the overall planning. The flexible approach to daily planning ensures that there is an appropriate balance of adult-led and child-initiated activities, thereby promoting children's independence and enabling them to become active in their own learning.

Children thoroughly enjoy physical activities and being outside in the fresh air. They enjoy playing on bikes racing up and down the tarmac, playing on the roundabout or swinging on the swings. The sensory room provides children with opportunities to relax and experience a range of stimulating and exciting activities as they watch bubbles in the sensory tubes or follow the coloured lights. The soft play room provides children with opportunities to climb and go through tunnels and jump into the ball pond. Creative development is promoted through activities such as sand and water play, art and craft activities and messy play. Planned outings provide children with experiences such as travelling in the mini bus and opportunities to explore and interact in different settings.

Children respond to staff requests to tidy up and show delight when they finish the task and staff praise them for their efforts. They learn to take turns and share during activities. There are effective strategies in place to manage children's individual behaviour and staff obtain information from parents about how they deal with different behaviour issues to ensure they are dealing with this in a consistent manner. Staff are calm and show children kindness and respect. Children receive praise and encouragement throughout the day. This helps to develop confidence and self-esteem.

Children learn about the importance of hygiene routines in the provision as staff encourage them to wash their hands after visiting the toilet and prior to eating. They use pictures and gentle reminders to support children in dealing with their own care needs. Food provided by parents is stored appropriately to ensure freshness. Staff are fully aware of children's dietary requirements and adhere to these. Children's independence is encouraged as they sit together at the table and eat lunch. Staff sit with the children and help develop their communication, personal and social skills. Children are learning how to keep themselves safe as

staff explain to them the importance of being careful on the soft play and when playing outside.

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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