

Cut and Paste Childcare

Inspection report for early years provision

Unique reference number	EY390963
Inspection date	07/07/2009
Inspector	Deborah Ball
Setting address	Putson Baptist Church, Web Tree Avenue, HEREFORD, HR2 6HQ
Telephone number	07779 608424
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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

Cut and Paste Childcare opened in 2009 and operates from Putson Baptist Church hall situated in the city of Hereford. There is a fully enclosed play area available for outdoor play. The setting is open Monday to Friday from 09.00 until 15.30 during school term times. Children are able to attend for a variety of sessions. The setting serves both local and surrounding areas.

A maximum of 26 children may attend the setting at any one time. There are currently 38 children attending who are within the Early Years Foundation Stage (EYFS). The setting is in receipt of nursery education funding. The provision is registered on the Early Years Register and on the compulsory part of the Childcare Register. The setting supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

There are five members of staff, all of whom hold appropriate early years qualifications. One member of staff holds a Foundation Degree and is working towards Early Years Professional Status. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are happy, settled and enjoy their time in the welcoming and friendly environment. They make progress in their learning and development and enthusiastically take part in planned activities and freely chosen play. The children's individual needs are well known by staff, who cater for these well in the inclusive care environment. Children benefit from the relationships that the staff enjoy with their parents and carers, although these are not fully extended to further support children's learning and development. Although the provider and staff have started systems for self-evaluation, these are not yet fully developed to ensure the setting is able to make continuous improvements.

What steps need to be taken to improve provision further?

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

- develop further the use of observations to inform children's assessments and improve opportunities for parents and carers to regularly review and contribute to their children's assessment files and individual education plans
- improve organisation by developing systems for sharing relevant information with other providers where children receive education and care in more than one setting
- develop the self-evaluation systems further to ensure priorities for making improvements in all areas are identified and implemented.

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

- maintain a record of aspects identified in the risk assessment that need to be checked on a regular basis, inclusive of details of when they are checked and by whom (Suitable premises, environment and equipment).

04/08/2009

The leadership and management of the early years provision

Children are cared for and safeguarded by suitably qualified and vetted staff, who are attentive and caring. Staff are developing their knowledge of the EYFS and work well together as a team. All staff regularly attend short courses which ensures they remain up to date with current good practice and professional advice. The good partnership with parents and carers is based on effective information sharing. Parents and carers are informed of how the care of their children is organised through newsletters and notice boards. They benefit from daily exchanges of information with staff and have access to the settings policies and procedures upon request. Children's individual education plans and assessment and development files are available for parents and carers to view upon request and during formal open sessions each term. These arrangements have not, however, been extended to encourage parents and carers ongoing involvement or their contribution to identifying the progress their children have made and their future learning needs. Relationships between staff and local school teachers are well developed and work to support children's transition to school. However, children's progression and continuity of care when attending more than one provider is not fully supported. This is because relationships with these other providers have not yet been developed to ensure that information is effectively shared. The manager and staff team have a clear understanding of the advice, support and guidance that can be accessed to support children with learning difficulties and disabilities and those who speak English as an additional language. This is accessed as required to ensure that all children make progress in line with their unique welfare, learning and development needs.

Effective steps are taken to promote children's welfare, learning and development. The premises and outdoor play areas provide safe and stimulating environments where children are encouraged to try things out, solve problems and investigate. There are clear procedures for ensuring children are well safeguarded and these include a detailed safeguarding policy, which provides staff with clear, consistent and up-to-date guidance. There are effective systems in place for completing overall risk assessments, which ensure hazards to children are minimised. However, although staff complete daily visual safety checks, there is no record of aspects identified in the risk assessments that need to be checked on a regular basis to ensure children's safety is assured. The policies and procedures are regularly reviewed and updated to reflect current good practice and legislation. Self-evaluation is in its infancy and identifies improvements in some areas. However, this is not yet sufficiently developed to ensure that the setting is continually striving for further improvements in all areas.

The quality and standards of the early years provision

Children are happy and settled in their care and learning environment and confidently make independent decisions about what they would like to play with and how they would like to spend their time. They keenly engage in the activities provided and make progress in all areas of learning and development. Recently introduced systems for planning, observation and assessment are developing well to ensure that every child's individual learning and development needs are planned for. These systems are however, still being established and extended to ensure they fully promote positive outcomes for children. For example, although children have their own individual education plans, observations to support assessments are still being developed. Children benefit from staff involvement and interaction in their play. They behave well and enjoy warm praise and encouragement for their efforts and achievements which fosters their self-esteem. Children concentrate well on their chosen activities and persevere as they experiment with tasks. For example, children create hedgehogs using mud and sticks and work together to create suitable habitats for their hedgehogs.

Children's language and literacy skills are developed through relaxed conversations during their everyday routines, such as joining in with discussions during snack times. They confidently share their news and express their ideas. Children enjoy listening to stories, often related to the theme being explored. The children are introduced to letters and their associated sounds and see their names and other words displayed in print around the setting. Children's problem solving, reasoning and numeracy skills are developed as staff encourage them to count during everyday routines, compare differences in weight, as they weigh cooking ingredients, and sort objects into different types. They use simple electronic toys and programmes on the settings computer. Children's creativity develops through daily art and craft activities, such as painting and cutting and sticking. They relish opportunities to dress up and engage in role play with their peers and confidently take part in music and singing sessions.

Children share a love of the outdoor area and benefit from being able to freely move between the indoor and outdoor spaces. The outdoor environment supports all areas of learning and development. For example, children plant flowers and vegetables, build dens and shelters, make large constructions with hollow blocks, tyres, milk crates and tunnels, follow maths trails, do large scale painting with decorators' brushes, play traditional playground games and negotiate obstacle courses. Their awareness of safety is promoted through everyday routines and activities. For example, children are reminded about safety during their play, such as, how to safely use the outdoor climbing apparatus. The children's understanding of the importance of leading a healthy lifestyle is developed through effective hand washing procedures and the provision of healthy snacks that meet children's individual dietary needs. Children learn about the wider world through interesting themes and discussions, for example, they have learned about the lives of children in African countries, experienced the joy of growing plants through developing an African keyhole garden and have learned about their Giant African Land Snails

natural habitats. In addition, children have access to a broad range of play resources and books that portray positive images of diversity.

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?	3
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?	2
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