Bartlemas Daycare, Union Site
Inspection report for early years provision

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Inspector: Gillian Little

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Type of setting: Childcare on non-domestic premises
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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.

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Description of the setting

Bartlemas Daycare (Union Site) is part of the East Oxford Children's Centre which is a fully designated Children's Centre offering the whole range of services on three different sites. It is situated in East Oxford and children come from the local community. The Comper Foundation Stage School is leading the development of the East Oxford Children's Centre in partnership with East Oxford Primary School. The day care has close links with the East Oxford Primary School's Foundation Stage Unit. The day care setting opened in 2009 and operates from a large purpose-built room with access to the adjoining family room when not in use. All children share access to secure, enclosed outdoor play areas. The provision is wheelchair accessible.

The day care is registered on the Early Years Register to care for a maximum of 24 children in the early years age group at any one time and currently has 30 children on roll. It is in receipt of funding for the provision of free early education for children aged two, three and four. It is open from Monday to Friday, during school term times. Children attend on a sessional basis from 9.00am until 3.30pm. An after-school provision is available at the Comper Foundation Stage School site. The day care supports children who speak English as an additional language.

The day care employs four staff all of whom hold relevant qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in this safe, caring and welcoming setting where they are able to make good progress, particularly in their social and communication skills. Staff have a good understanding of their individual needs and take time to build positive relationships with parents. Partnerships with some settings are very well-established and have a positive impact on children and their families, although links are not yet in place with all settings which children attend. Self-evaluation processes are rigorous and identify carefully targeted actions to further enhance the quality of care and education.

What steps need to be taken to improve provision further?

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

- develop partnerships with all settings which children attend to further promote continuity of care and learning for all children.
The effectiveness of leadership and management of the early years provision

Safeguarding procedures are robust and staff demonstrate a good understanding of possible symptoms of abuse and procedures to follow if they have concerns. All staff working with children have appropriate background checks and they carefully supervise children when sharing facilities at the Children's Centre with other adults. All staff hold childcare qualifications and they have good opportunities to enhance their skills through further training. They have regular opportunities to work at the Comper Foundation Stage School which manages the day care and this helps them to broaden their skills, share good practice and provide consistency to children and parents who use facilities at both sites.

The premises are secure, clean and well equipped. Thorough risk assessments ensure that any hazards to children are minimised. Staff organise themselves well to supervise and support children effectively and are very aware of their roles and responsibilities to ensure that sessions run smoothly. All regulatory records are maintained appropriately and a wide range of comprehensive policies and procedures are implemented effectively.

Effective partnerships are in place with the onsite Children's Centre and primary school as well as the Comper Foundation Stage School. There is a shared ethos across all settings incorporating policies and professional support. Staff carry out some joint training, and share expertise to support individual children, or general strategies, such as observing and assessing children's progress. Good links are in place to help children with the transition process into the onsite nursery class but partnerships are not yet established with other settings which children may attend, such as preschools or childminders.

A great deal of progress has been made in building relationships with parents, and staff show a strong determination in overcoming language barriers. They use the family's home language where possible and welcome other family members as interpreters where necessary. They actively encourage parents to spend time in the day care with their children to provide opportunities to find out about individual needs and to make parents feel welcome. Staff are now beginning to consider how to make complex information, such as policies and procedures, more accessible.

The day care shows a strong commitment to equality and diversity. As well as the positive approach to working with parents and other settings to support families in general, staff focus carefully on children's individual needs, particularly in speaking English, to help them make progress across the different areas of learning.

Staff and managers at all levels show a strong commitment to further improvement and communicate well with each other which has a positive impact on morale. They work well as a team to identify any weaknesses and to find solutions. Self-evaluation procedures are linked into the Children's Centre and Comper Foundation Stage School development plans which are closely monitored. Staff identify the development of the key person system, and procedures for
monitoring children's progress, as key areas for further development. This is likely to further enhance the quality of the day care.

**The quality and standards of the early years provision and outcomes for children**

Children enjoy their time in the day care and most settle quickly on arrival, despite their first day back after a long summer break. They mostly remember routines and are keen to engage in activities. Children who find it hard to settle receive close and caring attention from staff who provide reassurance and help them to focus on the activities on offer. New children settle quickly having had prior visits to the day care to meet staff and become familiar with the environment. Most children speak English as an additional language and those who have attended the day care for some time are showing good progress. All children benefit from the staff's understanding of supporting such needs, for example, staff routinely repeat English phrases and words in meaningful situations, and use the child's home language where necessary to reassure them. When the home language is used, staff repeat what is said in English to further develop children's skills.

Children become engrossed in a variety of interesting activities which are easily accessible in the inviting and welcoming environment. They explore play dough, making shapes with cutters, and staff are close at hand to help them use the tools and to encourage them to count the different shapes. They enjoy making sounds with a xylophone and staff show them how to make the sounds go up and down the musical scales. They become absorbed playing in a water tray with toy animals and staff encourage them to talk about the colours of the animals, what they look like and to name them. They enjoy exploring the home corner which has resources, such as dressing up clothes and dolls, which reflect the ethnic backgrounds of the local community. Staff help to extend children's play by encouraging them to talk about the different types of play food in the home corner and to name them. Children are able to choose freely and follow their own interests; they become absorbed in their chosen activities, such as finding out how a toy vacuum cleaner works, taking apart the different attachments and putting them back together. Staff are always close at hand to support children in their play and to develop their communication skills.

Opportunities are available daily for children to play outdoors where they enjoy exploring a variety of resources, such as hoops, water play, prams and dolls, and ride on cars and bikes. They also enjoy group activities, such as singing, and most children show that they are able to follow the actions and join in with some of the words. They show good levels of behaviour, playing well alongside each other and developing a sense of respect. They have good opportunities to develop responsibility, such as tidying up before snack time or helping to wipe the tables. Children are keen to help and respond well to staff's expectations of them.

Children demonstrate that they feel safe in the day care; they appear to be comfortable and relaxed with staff. The environment is safe and children are developing their understanding of keeping themselves safe through established routines, such as practising fire evacuation. They learn about good hygiene, such
as washing hands under the close supervision of staff, and new children receive additional support to help them learn routines. A healthy eating policy throughout the Children’s Centre places a strong focus on nutritious foods and the day care provides snacks including oat cakes, fruit, cheese and bread sticks, with milk and water. Snack times are sociable occasions when children sit at tables with staff and talk about their daily lives.

Staff already know children well and are able to help them make good progress. They have plans in place to develop their procedures for recording observations and assessments which will provide additional information when planning activities and when communicating with parents. They also have plans in place to develop the key person system to further enhance relationships with children and their parents. These improvements are likely to have a positive impact on children’s welfare and 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

The overall effectiveness of the early years provision

| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

| How effectively is the Early Years Foundation Stage led and managed? | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting’s self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting’s engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

| The quality of the provision in the Early Years Foundation Stage | 2 |

Outcomes for children in the Early Years Foundation Stage

| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 2 |
| The extent to which children develop skills for the future | 2 |

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This inspection was carried out under sections 49 and 50 of the Childcare Act 2006