

Candystripe Inc @ Harrogate Road

Inspection report for early years provision

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Inspection date	12/01/2010
Inspector	Kaldip Kaur Chaggar-Brown
Setting address	201 Harrogate Road, Leeds, West Yorkshire, LS7 3PT
Telephone number	0113 275 7688
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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*.

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.

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Description of the setting

Candystripe Inc @ Harrogate Road has been registered since 2005 and is situated on Harrogate Road in Chapel Allerton, a residential suburb of Leeds. The setting is part of a small local group of provisions. The setting is registered on the Early Years Register and both parts of the Childcare Register. The setting provides care for children attending pre-school and the out of school provision, to children from the local area and schools. It operates from the pre-school room, quiet room and play gym. There are two outdoor play areas.

The pre school is open five days a week from 8am until 3pm, during term time only. The out of school club operates before and after school from 7.30am until 9am, and 3pm until 6pm. Some children attending the pre-school stay for full days and bring a packed lunch. The setting is registered to care for 50 children at any one time, and of these 26 can be in the early years range. Currently there are 34 children on roll in the early years.

The setting employs ten staff and six hold a qualification appropriate to their roll. The setting provides funded early education for three- and four-year-old children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children's learning and development is promoted by the setting and as a result they are making good progress. The individual needs of all children are well supported and the setting offers an inclusive service. Safeguarding procedures are effective and children's welfare is promoted. The setting has good systems in place to maintain continuous improvement and documentation is mostly in place. The setting has effective partnerships in place with parents.

What steps need to be taken to improve provision further?

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

- develop methods to ensure that playrooms are maintained at a temperature which ensures the comfort of the children and staff
- ensure that documentation related to insurance and Criminal Records Bureau checks is kept on the premises
- develop further opportunities for children to take part in outdoor play activities.

The effectiveness of leadership and management of the early years provision

The setting has good systems in place to ensure that children are safeguarded. Staff, including volunteers understand how to follow the child protection procedure

if they have concerns about a child. Policies and procedures are in place that relate to the setting, and some have been appropriately adapted for children attending the out of school provision. All adults looking after children are suitable to do so, however, records relating to criminal record checks and insurance documents should be kept on the premises.

The safety of children is managed well; risk assessments are undertaken and reviewed annually. However, the room temperature is not monitored and during cold weather the setting is unable to identify if children are cared for in a comfortable environment. Regular fire evacuation practices are undertaken so that all children are aware of the process. Steps taken to promote children's good health and well-being include making healthy choices about what they eat and drink.

The setting strives to improve what it provides. For example, they have identified that one of the outdoor play areas needs to be revamped to allow for more activities outdoors. Following the last inspection, recommendations raised have been implemented successfully. For example, more opportunities have been created to allow children to practice writing for a purpose as they can now easily access paper, pencils and crayons whenever they want. Resources are generally well used to support the children's progress.

Partnerships with parents are continually developing. For example, the setting sends out newsletters and key workers have meetings with parents. As a result, parents are well informed about their child's day as well as their achievements and progress. The setting actively promotes inclusion, for example, children whose first language is not English attend and staff talk to the other children about sharing and playing with others. The setting is building links with other providers of the Early Years Foundation Stage such as, talking to school staff about children's care and learning.

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

The staff in the setting have a good understanding of the Early Years Foundation Stage and as a result they plan activities and experiences for all children that cover all areas of their learning and development. Planning is linked to the early learning goals and regular monitoring and observations link to the recognition of children's achievements, as well as the identification of any additional learning needs.

Children make appropriate use of the learning environment, the quiet rooms are used at group time as well as for individual or small group work. Children are able to self-select from clearly labelled storage containers, increasing their independence and choice. One of the outdoor areas is used all year round, and the other one is currently being renovated. Recently when it had snowed, the children enjoyed playing in the snow, making snowmen and snow angels, they experienced the feeling of snow on their faces as well as negotiating how to manoeuvre around safely. The large indoor climbing area enables children to learn how to balance, climb and move in enclosed places. Children enjoy threading small beads on to a

lace, they concentrate well while doing this.

The children use appropriate language, for example they know that it is snowy outside and that it is winter. Staff reinforce the children's language development through the appropriate use of words, they join in with songs and rhymes including ones about days of the week. Children show good concentration when counting in sequence. Together with a friend they enjoy playing with jigsaws, particularly where they have to match pieces together. Everyday routines such as washing hands before snack time are used to develop the children's understanding of keeping safe. Staff watch how children wash their hands and offer tips on how they can improve their techniques. Children develop cooperation skills as they often work together and take turns when sharing their own news from home at group time.

The children are learning about the wider world through the celebration of different festivals such as Diwali and Hanukah. Children from different backgrounds are well supported by the setting. Activities such as looking at blocks of ice further develop the children's understanding of the world around them. Staff ask questions to make them think such as, what has happened to it, or is it the same as yesterday. Children have good opportunities to be creative, they make diva lamps for Diwali and buns for which they weigh out each ingredient. They also like making their own music with different instruments. Children are developing an understanding of keeping safe through everyday activities, such as playing in the indoor climbing area and discussing how to cross roads safely or bullying.

The setting has effective systems in place to ensure that staff are aware of the children's individual needs, this is as a result of effective partnership with parents. Children's starting points are discussed with parents and recorded. This helps build a picture of the children's next steps in learning. Parents look at their child's profile record and make comments, they also talk to staff as they collect or drop off their child.

Staff communicate well with each other to ensure that each child receives individual learning support. Children are asked if they would like to join in with an activity and staff respect when they say no. Children are encouraged to spend time in the quiet room on activities that help develop their concentration skills as well as encourage them to be active learners, as they self-select activities. As a result, they make good choices about their play.

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

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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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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