

# Longsight Sure Start Children's Centre (Aisha Childcare)

Inspection report for early years provision

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**Unique reference number**

EY292646

**Inspection date**

06/11/2009

**Inspector**

Angela Cuffe

**Setting address**

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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**

Aisha Childcare is managed by the Big Life Company. It opened in 2004 and operates from three rooms in a purpose-built building. Children have access to an enclosed outdoor play area. The nursery is in a residential area on the outskirts of Manchester. It is open each weekday from 8.00am until 6.00pm for 50 weeks of the year.

The nursery is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 46 children may attend the nursery at any one time. There are currently 33 children aged from birth to under five years on roll, some in part-time places. The nursery cares for a number of children who speak English as an additional language.

There are 11 members of staff, nine of whom hold early years qualifications to at least level 2. The setting receives support from the Sure Start Childcare Partnership and provides funded early education for three and four-year-olds.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are cared for in a welcoming and organised environment. Staff have a generally good understanding of the Early Years Foundation Stage requirements, which ensures children's care, learning and welfare is maintained. Children are well settled and secure and enjoy learning about the world around them. Children's welfare needs are well met because the staff establish positive links with parents and share information appropriately with them. They attend training on a regular basis and are all either qualified or working towards an appropriate qualification. The manager has recently begun to reflect on the service she provides and has clearly identified areas for further improvement which particularly focus on the organisation of the rooms, equipment and future development of the outside area. The recommendations raised at the last inspection have been successfully addressed.

## **What steps need to be taken to improve provision further?**

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

- improve the organisation of resources and equipment for children to ensure that they are able to make independent choices
- promote the good health of children by taking necessary steps to prevent the spread of infection and reinforce children's knowledge of personal hygiene
- continue to develop the observations, assessment and planning systems to ensure that the staff team are fully confident in its delivery and to ensure each child's next steps in their learning and development are identified and met.

## **The effectiveness of leadership and management of the early years provision**

The staff team are suitable to work with children and demonstrate a high level of commitment to promoting their safety. Arrangements for safeguarding children are robust, regularly reviewed and carefully managed. Effective procedures are in place for identifying a child who may be at risk and liaising with the correct agencies. The environment is secure and supportive. Children are taught to be safety conscious and show a good understanding of keeping themselves safe. Regular risk assessments are carried out to ensure children's wellbeing is maintained at all times.

The manager and staff actively promote equality and diversity. They have a good knowledge of the children's backgrounds and needs and provide a range of activities based on other cultures and beliefs. This gives children a better understanding of the way other people live, which develops their attitudes to people who are different from themselves. An effective key worker system is in place which impacts greatly on the partnership with parents and outside agencies. Parents provide positive feedback and are complimentary about the care their child receives. Some of the staff have made detailed observations of children. However, these are not consistently done by all staff, which means that not all children are being assessed appropriately and consequently impacts on the overall planning within the nursery.

Informal self-evaluation systems enable improvements to be made which has a good impact on the quality of the provision. The manager has successfully addressed recommendations from the last inspection and continually monitors the care she provides. There is a good range of toys and equipment which are available for children to choose from. However, resources that support the six areas of learning are not well organised within the rooms which has a negative impact on their learning and development.

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

The staff team are friendly and welcoming. They interact well with the children, enabling them to feel safe, secure and settled. Consequently, children develop warm relationships with the staff and their peers as they play happily with their chosen toys. Young children feel safe, settle quickly and enjoy sitting next to staff as they read a story. They select toys eagerly and show great interest as they carefully take objects out of a box and then put them back when they have finished with them. Children focus very well on what they are doing and develop good levels of concentration.

The staff team show great consideration for the children and are attentive and sensitive towards their individual needs. They constantly reassure and support children during their day. Children enjoy playing with a wide range of play

materials. Children play outside; the garden is very well organised with a large grassed area and hills. There are small roads running between the hills where children drive their vehicles as if driving in the real countryside. Some children are digging in dirt, transferring the dirt to wheelbarrows and searching for worms and slugs. They use makeshift fishing rods made from lacrosse bats to fish in puddles; they scoop mud and look through to see what they have found. 'I have found a fish', one child shouts in excitement. Other children are playing with junk to make models; a large cardboard box decorated with paint and coloured paper soon becomes a television in their role play house. Other children play in sand and water. Children are allowed to be themselves and follow their own interests and hobbies. One child is looking in a large mirror and admiring the make-up she has applied and how her hair looks.

Children learn about their local environment and the world around them as they enjoy outings to parks, libraries and other places of interest. They learn about and respect nature as they watch the birds in the garden. Children's health is promoted to some degree because effective hygiene procedures reduce the risk of cross-contamination. Surfaces, toys and equipment are kept clean. However, children do not always access tissues and are not reminded of personal hygiene practices which has a negative impact on children's health and hygiene. The nursery provides healthy home-cooked meals using fresh ingredients and provides fruit for snacks. Children have access to drinking water at all times to enable them to satisfy their thirst when needed.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
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	3
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
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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