

Club 0-5 Ltd

Inspection report for early years provision

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EY338012

Inspection date

12/10/2009

Inspector

Mary Anne Henderson

Setting address

Club 0-5 Ltd, Halesfield 20, Unit A, Telford, Shropshire, TF7
4QU

Telephone number

01952 586400

Email

smthkely@aol.com

Type of setting

Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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

Club 0-5 Nursery originally opened in 1997 and was registered under new management in 2006. It operates from a single storey building in Halesfield, which is a light industrial area of Telford, Shropshire. All children share access to secure enclosed outdoor play areas. The nursery serves the local and wider communities. The nursery is open each weekday from 07.30 to 18.00 for 51 weeks of the year.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 114 children may attend the nursery at any one time. There are currently 98 children from eight months to four years on roll. The nursery is in receipt of funding for nursery education. Children attend for a variety of sessions. The nursery supports children with learning difficulties and/or disabilities and those children who speak English as an additional language.

There are 21 members of staff working with the children, of these 20 members of staff have a recognised early years qualifications. There is one member of staff who is working towards an early years qualifications. The setting receives support from a teacher mentor from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The management and the staff team work well-together and with the parents and children to ensure positive relationships are fully developed. The staff also liaise with other providers of the Early Years Foundation Stage (EYFS). This promotes inclusion for all children on roll. The indoor and outdoor areas provide a good range of learning and development opportunities for the children. The systems in place to evaluate the setting are good and includes input from management, staff, parents and the children. The capacity to make further improvement is strong.

What steps need to be taken to improve provision further?

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

- improve staffing arrangements to routinely meet the individual needs of all children, in particular babies
- ensure staff promote the good health of all children at all times this refers to washing babies hands before meal times, ensuring older children do not have access to dirty rain water, ensuring the use of clean sheets for all children sleeping on the bean bags and ensuring drinking water is available at all times
- increase opportunities for children to extend their independence through routines.

The effectiveness of leadership and management of the early years provision

The management and staff team work very well together to foster positive relationships with the parents and their children. The staff liaise with other providers of the Early Years Foundation Stage (EYFS) which ensures inclusion for all children on roll. The systems in place to monitor and evaluate the quality of the provision are good and include input from management, staff, parents and the children. The capacity to make further improvement on an ongoing basis is strong. The staff are vigilant about safeguarding the children. For example, all visitors are checked for identity and the entrance door is kept secure at all times. The management have installed a security finger print system for the parents to ensure children are safe. All staff ensure the safeguarding policies and procedures are adhered to at all times. The risk assessment procedures includes areas, equipment and toys and all outings involving the children. The children are well protected because all staff have undertaken child protection training and they know what to do should there be any concerns about a child in their care. All staff are suitably checked and vetted. Most of the children feel safe because the staff foster positive relationships with them ensuring they feel secure and cared for. However, key worker staffing arrangements do not always ensure the needs of all young babies are routinely met at all times.

The staff ensure sound standards of hygiene throughout the nursery. However, at times procedures are not fully implemented by all staff, thereby possibly compromising the children's health. Also, drinking water is not always available at all times for all children. Improvements made since the last inspection ensures children's learning and welfare is maintained. The partnerships with parents is good. Parents have access to their child's learning and development files at all times which provides parents with comprehensive information about their child's ongoing progression. The parents have free access to the setting's policies and procedures.

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

Children find out about their environment, identifying features and noticing the natural world.

They enjoy a good range of outings to places of interest. For example, children go on local walks noticing the changing seasons and picking up leaves and conkers to take back to the setting. They also enjoy visiting the local library to take out books and listen to stories. The staff, children and their parents enjoy coach trips to venues such as Monkey World where they look at and talk about the monkey's habitat and also enjoy using the play park facilities on site. To extend children's interest in the natural world, animals are brought in to the setting by professionals such as the animal man who brings in various reptiles, insects and small wildlife animals for the children to look at. While such animals are at the setting the staff ensure children's safety and well-being at all times. Children enjoy planting, growing and caring for various plants such as sunflowers, lettuce and tomatoes

and they also enjoy making up hanging baskets with various plants to display at the setting.

The children are beginning to recognise the importance of a healthy lifestyle and those things that contribute to this. They are independent and confident, washing their hands before meal times and after visiting the toilet. They also brush their teeth after meals. Older more able children self-serve during meal times. However, at times there are missed opportunities for children to further their independence through pouring their own drinks. Children explore healthy eating through activities, stories and themes and discussions with the staff during snack times. The children are provided with a healthy varied diet which includes meat, fish, vegetables and salad as well as fruit and bread sticks for snack times.

Children are beginning to move with control and use a range of equipment to develop their physical skills. All children including babies enjoy access to the outdoor areas each day. They use various equipment to practice their climbing and balance skills, ride their trikes and scooters and run around in the fresh air. Children's physical skills are further developed during outings to the local soft play barn where they climb, balance and jump around with their peers in the ball pit. The children are beginning to learn about keeping themselves safe. For example, they are all involved in the fire evacuation procedures of the setting. Children's learning about personal safety is further developed through discussions and role play. For example, the children play in the outdoor areas with the blow up traffic light resources. Here the staff talk to them about crossing the road using the green cross code. Also, the fire officers visit the setting to talk to the children about personal safety.

The children are beginning to use technology to support their learning. Children of all ages play with a range of battery operated push button toys and equipment. Babies explore colourful interesting musical equipment using their fingers to push the buttons and watching the flashing lights. Older more able children use play tills, telephones and calculators during imaginary play both indoors and outdoors. The children are forming good relationships with their peers and the adults around them. They are well behaved and enjoy receiving praise from their key workers. Children's sense of belonging is fostered well as their art work is displayed around all areas of the nursery for them and their parents to enjoy. Children's sense of belonging is further fostered through the displayed 'special tree'. Here, parents, children and staff record children's most special achievements.

The children explore problem solving and they count and recognise numbers. They notice numbers on buildings during outings and numbers displayed around the nursery. They also count with the staff as children line up for outdoor play. Children's exploration of numbers and problem solving is further extended through songs and action rhymes. All children explore colour, texture, shape and form in two and three dimensions. Younger children and babies mix paints with brushes or their hands to make pictures to take home to their families. More able children also enjoy colouring in and drawing pictures of their family and pets. Children use various tools to explore the play dough and the clay which also supports their small muscle movement.

The children are beginning to understand that people have different needs, views, cultures and beliefs. They play with a range of toys that reflect positive images of diversity including dolls, dressing up clothes and home corner equipment. The resources reflect positive images of people from various cultures and disabled people. Children also enjoy exploring various festivals around the calendar year through stories, discussions, art work and tasting various foods. The children enjoy looking at story and reference books in the comfortable book corner where they can sit with their peers on cushions and cuddle the teddies.

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
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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	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met