

Children 1st @ Clowne

Inspection report for early years provision

Unique reference number EY314038
Inspection date 08/12/2009
Inspector Pauline Garfield

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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

Children 1st @ Breedon House opened in 2006 and operates from Chesterfield College, Clowne Campus, Derbyshire. The provision serves children of parents who attend the college and children from the local and surrounding area. They have access to a secure enclosed outdoor play area.

A maximum of 120 children may attend at any one time. There are currently 119 children from three months to 14 years, including 29 funded three and four year olds. Children attend for a variety of sessions. The group currently supports children with learning difficulties and disabilities. There are no children attending for whom English is an additional language. The group is open each weekday from 7.30am to 6pm for 51 weeks of the year. The provision offers a nursery for children aged from birth to 5 years, and after school and holiday care for children up to the age of 14 years.

The group employs 17 staff. Of these, 12 hold appropriate early years qualifications. The setting is part of the Children 1st @ Breedon House chain and receives support from the Derbyshire Early Years Development and Childcare Partnership.

The group is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Management and staff demonstrate a clear understanding of their strengths and areas for improvement through self-evaluation and addressing recommendations from the last inspection. They are firmly committed to continually improving the setting and show a good capacity to improve the provision further. Children are well supported by the dedicated staff team and make good progress in most areas of learning and development. Exemplary partnerships with parents, schools, childminders and other professionals effectively support all children in their care.

What steps need to be taken to improve provision further?

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

- update the record of risk assessment to include any assessment of risks for each outing or trip
- ensure the outdoor forestry area is developed
- provide additional resources to further promote creative development for babies
- continue to develop children's information and communication technology skills.

The effectiveness of leadership and management of the early years provision

There is a safeguarding policy in place and staff have a good understanding of the procedures to follow if they have any concerns. Appropriate checks to demonstrate staff suitability are in place and there are robust recruitment systems. The group has comprehensive risk assessments which are reviewed regularly. However, risk assessments do not include an assessment for each individual outing, which includes collecting children from three individual schools. The outdoor play area contains a superb new climbing frame with a safety surface. The area surrounding the outdoor play area is in the process of being developed into a forestry area but is not suitable to be used presently. Children's work is attractively displayed in a child-friendly environment which is warm and welcoming. Toys and resources reflect diversity and promote inclusive practice. A wide range of good-quality resources is easily accessible to children, although further resources to promote creative development in the baby room will enhance the provision further. The dedicated and committed staff team, effectively supported by strong management, work consistently together. They strive to secure improvement through written self-evaluation, which includes input from parents and staff. All the recommendations from the last inspection have been met.

The nursery provides superbly comprehensive information for parents. A unique care plan and initial child profile is discussed with parents to ensure children's individual needs are very successfully addressed. Parents' evenings are available twice a year, and parents are exceptionally pleased with the care and education provided. For example, parents appreciate their children's development files are accessible and that they are able to take them home to view. In addition, when children change rooms, parents are actively involved in the transition to ensure their children are successfully integrated into the next room. The nursery has also introduced a 'Steering Group' to determine parents' views and what they want from the provision. Excellent links are also forged with local schools and childminders to ensure a consistent approach to children's care and development.

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

Children make good progress as staff successfully plan activities to promote children's individual next steps in their learning and development. Children who require additional support are well planned for and very successfully integrated into the group. Babies reach for toys, take bricks apart and explore musical instruments. They access some creative activities, such as a basket with scented socks. Children pull themselves to stand and explore their surroundings. Older children sing with gusto as they practise for the nativity play. They take part in a well-planned 'music to movement' session. Children move around the room, showing balance and coordination as they wave hoops with ribbons attached. Children who are cared for after school enjoy planned activities. For example, they make play-dough, draw and enjoy organised games. Children are encouraged to

make choices and decisions. They evaluate the activity they have enjoyed in the day by putting a sticker at the side of their favourite activity on a wall chart. Children develop a good understanding of diversity as they engage in a broad range of activities, which includes celebrating festivals from around the world. Children are confident and independent in their surroundings. Their self-help skills are well promoted, and children know when to put indoor and outdoor footwear on. For example, they show consideration and know to take their shoes off after outdoor play so that they will not soil the playroom floor.

Staff encourage children to take responsibility for their own safety. They talk to children about taking turns to jump into the ball pool, and remind them to take care on the slide. Children respond appropriately and cooperate with others, interacting very well with staff. Children are encouraged to adopt a healthy lifestyle and enjoy snacks of chopped apples. The nursery encourages children to eat fruit and vegetables everyday, and provides fruit for children to take home. Physical development is very well promoted through a good range of daily activities. Children develop skills for the future as they take part in many problem-solving activities; for example, number rhymes and nativity songs, and counting the number of spoons of yogurt into a bowl at mealtimes. Children show a good understanding of technology as they look through a telescope on the climbing frame across the nearby countryside. They have access to a computer but children do not develop their information and communication technology skills on a regular basis. Children's communication, language and literacy are well promoted throughout the nursery. Children cooperate together to make large-scale painting. They have opportunities to develop their writing skills and some children are able to write their first name. Staff are positive role models, and children are polite and very well behaved. Overall, children are happy, settled and well cared for in the very organised learning environment.

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	1
The effectiveness of the setting's engagement with parents and carers	1

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	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