

Just Imagine...Day Nursery & Out Of School Club

Inspection report for early years provision

Unique reference number

EY395109

Inspection date

25/01/2010

Inspector

Lisa Paisley

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Just Imagine...Day Nursery & Out Of School Club opened in 2009. The setting operates from a converted business unit on two floors. It is situated within walking distance of schools, shops, the local train station and local bus routes in Wickford, Essex. All children share access to a secure outdoor play area. A maximum of 48 children under five and 20 children aged from five to 11 years may attend the provision at any one time. The setting opens five days a week, all year round with the exception of Bank Holidays, and session times are from 7am to 7pm.

There are currently 31 children aged from birth to 11 years on roll. Children aged three and four years receive funding for early education. Children attend for a variety of sessions; part time, full days or out of school care. The nursery serves the local community and wider areas. The setting supports a small number of children who have special educational needs.

This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The provision employs six staff, of whom all, including the manager, hold appropriate early years qualifications. The setting receives support from both the local authority and the Pre School Learning Alliance (PSLA).

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children in the Early Years Foundation Stage (EYFS) are making poor progress due to staff's lack of understanding in the organisation of daily routines, planning and observation arrangements and supporting children's behavioural needs effectively. Inadequate action has been taken to ensure the suitability of the premises and environment. There are satisfactory relationships with parents and others to promote continuity of care. Self-evaluation systems have not yet been developed to provide staff with a clear focus in making significant improvements.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure a complaints summary log is in place and available to parents (Safeguarding and welfare) (this also applies to the compulsory and voluntary parts of 25/02/2010

- the Childcare Register)
- ensure children's behaviour is managed effectively and in a manner appropriate for their stage of development and particular individual needs (Behaviour management) 25/04/2010
- ensure a risk assessment is in place and that it is reviewed at least once a year or more frequently where the need arises (Suitable premises, environment & equipment) 26/02/2010
- ensure rooms are maintained at a temperature which ensures the comfort of the children and the staff (Suitable premises, environment & equipment) 08/02/2010
- ensure regular fire evacuation procedures are carried out and they include all staff and children's attendance (Suitable premises, environment and equipment) 26/02/2010
- ensure risks to children are minimised, this relates to the leaking ceiling into the main play area (Suitable premises, environment & equipment) 01/02/2010
- plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs (Organisation) 25/04/2010

To improve the early years provision the registered person should:

- develop further planning, assessment and observational arrangements in order to meet children's individual needs
- develop self-evaluation systems to ensure continuous improvements are sustained.

The effectiveness of leadership and management of the early years provision

Documentation is in place to support the general organisation of the provision, and safeguarding policies and procedures are in place and are understood and followed by all staff, ensuring everyone understands their responsibilities in protecting children. Suitable vetting procedures ensure all staff working with children are suitable to do so. Staff supervise children to ensure that they are generally safe. Daily risk assessments are carried out, however, yearly risk assessments are not yet in place and risks to children are not always effectively minimised, this includes children accessing unsuitable water. Fire evacuation procedures have not taken place, to ensure both children and staff can exit the building safely in the event of an incident or emergency. As a result, children's safety and well-being is not being fully promoted.

The manager and staff work hard and are generally committed to meeting children's individual needs. However, further support is required to ensure that they are meeting all of the requirements in the Early Years Foundation Stage (EYFS) and enable them to improve on the overall effectiveness of the provision.

There are regular staff meetings to discuss and plan activities and any future events, however, the management of the provision including daily routines, staff deployment, resources and the environment is poor, consequently, children's interests are not sustained, their behaviour deteriorates, and there are limited learning opportunities for them. The setting generally promotes equality of opportunity, through resources and activities and celebrations. Self-evaluation systems have yet to be developed to improve the overall effectiveness of the setting.

Partnership with parents is satisfactory to support and meet children's individual needs. All children and families are valued and appreciated by staff. Parents are informed about their children's achievements, progress and well-being. Suitable systems are in place for the exchange of information on arrival and collection. However, a complaints summary log is not yet in place to further inform parents about the setting. Parents receive regular reports on their child's developmental progress and they are encouraged to make any comments in relation to their child's development and care. Partnerships with agencies have been developed with other professional agencies and provisions delivering the Early Years Foundation Stage (EYFS) to promote continuity of care.

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

Staff's knowledge and understanding of the EYFS is sufficient, however, the lack of well-planned purposeful play and learning activities is limited. Therefore, children are making poor progress towards the early learning goals given their capabilities and starting points. The provision takes account of individual children's interests and abilities, however, the provision of child-initiated play and adult-led activities are poorly organised. Children settle quickly into activities, although their imaginations are not successfully sustained as the organisation of the play and learning environment is poor. Where necessary staff will try to modify or provide additional materials so that all children can participate at their own level.

Planning arrangements are in place, however, due to the staffing issues, activity planning is not being consistently delivered for children aged three to five years. Sand and water are not part of the core activities and the book corner is not effectively used by children, to promote an early appreciation of books and stories. Registration time for the older for children generally helps them settle into the daily routine and activities, however, this can be disrupted as older children have to spend a significant amount of time in the baby room due to the heating difficulties in the main play area. Therefore children are not settling into planned and purposeful play activities, to support their developmental progress. The organisation of snack time generally fosters children's independence and there are some learning opportunities. Observation arrangements for children are in place; however, children's starting points are not identified, to ensure targets are set for children. As a result, children's developmental progress is not being effectively monitored.

Children are settled and contented at the provision, as staff's interactions are

warm and suitable in supporting children. Staff in the baby room take care to ensure that their individual care needs are met and all babies are closely supervised. There are opportunities for children to participate in mark-making activities and learn about numeracy and reasoning, however, this can be disrupted due the ongoing heating problems in the main play area. Children have opportunities to learn about their local community as they go to the local park, library and shops. Children immensely enjoy physical play as they confidently ride scooters and tricycles; they particularly enjoyed playing with the large soft bricks, as they made a house so that they could hide inside.

Staff remind children of their own personal safety through explanations and daily routines, however, when sessions are disrupted, children tend not to listen to reminders and explanations from the staff. Suitable routines are in place to support children's understanding of hygiene routines, as they are encouraged to wash their hands before snacks and after creative activities. Hand washing facilities and the nappy changing area are maintained to a suitable standard. Children have healthy meals; snacks and drinks are provided and staff support children with any dietary needs, as they obtain additional training and support when necessary.

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?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	4
The extent to which children make a positive contribution	4
The extent to which children develop skills for the future	4

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of this report (Welfare of the children being cared for) 25/02/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of this report (Welfare of the children being cared for). 25/02/2010