

Wellyboots Daycare

Inspection report for early years provision

Unique reference number

EY393839

Inspection date

09/11/2009

Inspector

Ann Moss

Setting address

St. Stephens C of E Primary School, Hunters Chase, South Godstone, GODSTONE, Surrey, RH9 8HR

Telephone number

07967 028 418

Email

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

© Crown copyright 2009

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

Wellyboots Daycare opened in 2009 and is privately owned. It operates from classrooms in St. Stephens Church of England Primary School, South Godstone, Surrey.

The setting is registered for 24 children under the age of eight years, of which 24 children may be in early years age group. The setting is open each weekday from 3.15pm to 6.30pm term time only. All children share access to a secure enclosed outdoor play areas to the rear of the school.

There are currently 16 children on roll, of which nine are in the early years age group. Children come from the local and wider areas. Wellyboots Daycare supports children who speak English as an additional language and also children with special educational needs and/or disabilities.

The setting employs three members of staff, two of whom hold appropriate early years qualifications. Wellyboots Daycare is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting is considering opening a breakfast and holiday club and holiday.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy participating in a range of activities that particularly promote their social and physical development well, and benefit from the welcoming and inclusive environment staff provide. Most policies, procedures and documentation is in place, but presently effective safeguarding policies and procedures are not. This breaches the welfare requirement and impacts on children's continuing good health and well-being. Although staff informally note some children's achievements there is no systematic observational assessment to ensure individual needs are recognised, met and shared with parents. Systems for self-evaluation are in their infancy. However, the owner/manager is aware of the settings strengths and identified areas for development.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- devise an effective safeguarding children policy and procedure to include the procedure to be followed in the event of an allegation being made against a member of staff and share this with staff and parents (Safeguarding and welfare) (also applies to the compulsory and voluntary parts of the Childcare Register)

21/12/2009

- make a record of risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 21/12/2009
- maintain a record of the name and address of every parent and carer and which of these parents and carers a child normally lives with (Documentation). 21/12/2009

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

- make systematic observations and assessments of each child's achievements, interests and learning styles and use these observations and assessment to identify learning priorities and plan relevant and motivating learning experiences for each child
- develop good hygiene practice, with particular regard to hand washing
- improve staff's knowledge and understanding of the Early Years Foundation Stage so that they can provide children with an educational programme that will enable them to make progress towards the early learning goals in all areas of learning
- ensure written policies and procedures reflect the requirements of the Early Years Foundation Stage and are readily available to all staff and parents and available for inspection.

The effectiveness of leadership and management of the early years provision

The owner/manager is effective in some aspects of the club. For example, secure recruitment and vetting procedures ensure staff caring for children are suitable to do so. All staff have attended a child protection training course. Although most policies and procedures are in place, they are not readily accessible to either staff or parents. An effective safeguarding children policy and procedure is not in place, which is a specific legal requirement, and not all members of staff are clear about the procedure to follow in the event of an allegation being made against a member of staff. As a result, the procedure to safeguard children is not implemented consistently.

Children are cared for in secure premises and staff carry out a basic risk assessment and take some steps to minimise identified hazards. However, a record of risk assessment is not accessible to staff to identify clearly any hazards associated with anything with which a child may come in to contact. Emergency evacuation procedures are in place, although, this has not been practised with children. Most required documentation is in place. However, management do not keep all the required records of information for all children, which is a breach of a specific legal requirement. This affects the quality of the service which staff is able to offer.

The owner/manager supports staff in improving their qualification levels. However, management does not ensure that inexperienced staff have the appropriate

knowledge and skills to provide a stimulating, child-centred learning environment. Improvements to the resources enhance the learning environment enjoyed by the children. However, this is not consistent throughout the setting, which leads to differences in the quality of care and education that children receive.

Parents are encouraged to share information about their children's care needs. Children with special educational needs and/ or disabilities are identified early and the setting makes good use of other professionals to support these children and ensure they are fully included. Information about children's learning and development is exchanged informally, which limits the ability of staff to identify children's starting points and the way in which they learn. Parents receive information about the club through the parent's handbook. They can contribute suggestions for improvement because their views are sought through discussion.

Wellyboots Daycare is in its infancy. The owner/manager is aware of the settings strengths and has identified clear areas for development and is motivated to tackle key priorities and communicates ambition and drive to secure improvement satisfactorily.

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

Children have good opportunities to relax and socialise in the familiar setting at the end of a busy school day. They build on established social skills as they laugh and chatter freely with familiar peers. They interact positively, negotiating plans and activities and take turns in conversation.

Relationships between staff and children are warm and secure. Staff deploy themselves sufficiently well, joining in some activities and engaging children in conversation. They encourage children to talk about their school day; to share their thoughts and feelings. Children are happy and content and choose to participate in group activities or enjoy quiet time on their own. Opportunities for creative development is sufficiently promoted. For example, children use their imagination in art and design and explore colour, texture, shape and space in two or three dimensions. However, there is a lack of free access to resources to enable children to choose what they want to do and when. Resources are basically presented which results in an environment which is lacking in stimulation and challenge. Planning is basic and staff do not provide opportunities for children to contribute their thoughts and ideas. Some staff's knowledge of the Early Years Foundation Stage is limited. As a result, some staff do not recognise opportunities to promote children's development towards all the early learning goals through their activities. This impacts on the progress children make in some aspects of their learning.

Staff seeks information from parents to help them provide for children's individual needs and to ensure inclusion. They know the children well as they repeatedly attend the setting and they generally recognise when they achieve something new, which they remember to pass on to parents at handover. However, the system for observational assessment of all children is in its infancy. The owner/manager is

aware of the benefits of having links with other provisions children attend, such as schools but this is, as yet, not fully established to promote continuity in children's care and learning.

Staff manage children sensitively and model politeness and respect, which children respond well to. Children have a satisfactory understanding of the routine of the setting and this ensures a calm, cheerful atmosphere. For example, they follow the settings rules and this contributes to their safety. Children's health is sufficiently well promoted. Snack times are sociable occasions with children enjoying a wide range of healthy fruit and snacks. Drinking water is available freely to all children to access as they require. Children have access to fresh air and exercise in the extensive outdoor play area. Children are aware of good personal hygiene, such as hand washing, and reasons for this. However, staff do not always ensure effective practice to support children's continuing good health.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

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

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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:

- keep a written statement of the procedure to be followed to safeguard children being cared for from abuse or neglect (Arrangements for safeguarding children). 21/12/2009

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 compulsory part of the Childcare Register section of the report (Arrangements for safeguarding children). 21/12/2009