

Calcot Manor Creche

Inspection report for early years provision

Unique reference number

EY261552

Inspection date

09/12/2009

Inspector

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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

Calcot Manor Crèche registered in May 2003 and is open to children aged from birth to 14 years. It operates from the first floor of a converted barn within the grounds of Calcot Manor Hotel. It is located near the rural market town of Tetbury, in Gloucestershire. The crèche serves staff and guests of the hotel and its health club. Facilities for children aged under eight include a reception area, main room, sleep room and toilets. A separate mezzanine area is available for use by children aged over eight, only. Access to the crèche is via one flight of stairs.

The crèche is registered with Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children aged from birth to eight years, may attend at any one time. Of these, six may be aged under two years. The numbers and ages of children attending/on roll, fluctuates daily. The crèche supports children with special educational needs and children speaking English as an additional language.

The crèche is open every day of the year between 9am and 5.30pm and employs 17 members of staff working shift patterns to cover these times. Over half of the staff hold appropriate early years qualifications at level 2 or above. The core members of staff are employed full-time and are qualified at level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The crèche offers a happy environment, where children are supported by caring adults. However, as a result of limited staff knowledge and understanding of the Early Years Foundation Stage (EYFS) statutory framework, they have failed to meet several legal requirements that have a significant impact upon the welfare of the children in their care. On the whole, children are making adequate progress in their learning and development, given their starting points. However, the uniqueness of each child is not always recognised and supported. Parents and carers are provided with satisfactory opportunities to be involved in their children's learning and to influence provision. Planning for securing improvement and the process for self-evaluation, are generally ineffective. Partnership arrangements with other providers of childcare and education are in their infancy.

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 that parents are informed of any accidents or 10/12/2009

injuries sustained by the child whilst at the crèche, and of any first aid treatment given (promoting good health) (also applies to both parts of the Childcare Register)

- obtain prior written permission from parents to administer each and every medicine; and keep written records of all medicines administered to children, and inform their parents (promoting good health) (also applies to both parts of the Childcare Register) 10/12/2009
- ensure that written parental permission is requested for each child, at the time of their admission to the crèche, to seek any necessary emergency medical advice or treatment in the future (promoting good health) (also applies to both parts of the Childcare Register) 10/12/2009

To improve the early years provision the registered person should:

- improve staff knowledge and understanding of the Early Years Foundation Stage, in order to plan and provide a suitable range of activities for children, which are appropriate for their stage of development and based on their individual needs

The effectiveness of leadership and management of the early years provision

Checks and vetting procedures are robust and help to keep children safe. Children are afforded satisfactory protection by staff who understand their roles and responsibilities in safeguarding children. They are aware of the possible signs of children at risk and of their responsibility to report their concerns without delay. Most staff have attended child protection training, and there is clear information available for reference. However, the latest guidance is not separated from previous information. This means that staff are not able to immediately put their hands on the appropriate contact numbers for the local duty team, in order to enable them to quickly implement local safeguarding guidance and procedures.

Staff are kind and caring, but most demonstrate little knowledge and understanding of the EYFS statutory framework. This impacts on the implementation of policies and procedures, which is inconsistent. As a result, they have failed to meet several legal requirements that have a significant impact upon the welfare of the children in their care. There is a strong team spirit and staff are clear about their roles and responsibilities. However, the manager is not sufficiently ambitious about driving and securing improvements. In response to the last inspection, the crèche have successfully implemented a system to ensure that confidentiality is maintained in relation to written records. However, they have been less successful in developing the range of activities and resources promoting equality of opportunity and anti-discriminatory practice. There are adequate general resources reflecting a range of ethnicities, religions and cultures. However, support for individual children is less well provided for and children generally

receive a narrow range of cultural and religious experiences. Appropriate policies are in place, but procedures are not uniformly applied, in order to promote equality and eliminate discrimination. Inclusive practice is inconsistently promoted, with the result that children's welfare and developmental needs are not always reliably met, impacting on their ability to achieve.

Positive relationships between the staff and parents, contribute to the children's confidence in the staff. Parents speak positively about the settling in procedures, flexible childcare provision and the good relationships enjoyed between staff, parents and children. There are effective informal channels of communication, but few opportunities for formal feedback on children's individual learning and progress. Parents feel able and welcome to discuss their observations of their children's learning at any time, but most are unaware that they can add their own comments and observations to their children's files. This means that the records are not as full and accurate as they might be and that parent's knowledge of their children is not fully exploited to support and develop the learning opportunities provided by the Crèche. Partnership arrangements such as sharing information with other providers of childcare and education also attended by the children, are in their infancy. Therefore, they do not significantly contribute to children's well-being or provision for future achievement.

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

Staff are warm and friendly, but most demonstrate little knowledge and understanding of the EYFS. They are aware that they lack a robust familiarity with the framework, affecting their ability to plan activities to successfully cover each of the six areas of learning and to help children build on what they already know. Although staff have begun to undertake regular observations, these are rarely evaluated for use in planning individual children's progress and are not linked effectively to planning, to help children to build on what they already know. This is reflected in insufficient attention being paid to planning to meet the needs of more able children.

Children are independent in their personal care. Younger children who need assistance in completing personal tasks, receive a high level of support. Children know the hygiene routines and wash their hands before eating and after using the toilet. Children's health is put at risk due to limited staff knowledge and understanding of the EYFS statutory framework. Several specific requirements which have a significant impact on children's welfare, are not met. Lack of parental consent to seek any necessary emergency medical advice or treatment in the future, results in delays in the event of an emergency. Failure to obtain prior written permission from parents to administer medicines, or to keep written records of all such medicines administered, means that appropriate care and follow-up treatment for children, following parents instructions, are not assured, putting children at risk. Similarly, failure to ensure that parents are informed of any accidents or injuries sustained by the child whilst at the crèche, and of any first aid treatment given, means appropriate care is not assured, in order to safeguard children's health.

Children are content and enjoy the time they spend in the crèche. Children's emotional well-being is supported well through the warm and trusting relationships established between the staff and parents of children attending regularly. The plans and patterns within the day are well established. Children are beginning to predict what will happen next and to extend their skills in a secure environment. Children are effectively helped to develop good habits of behaviour, appropriate to good learners, their own needs and those of others. They understand that there are certain rules to follow for everyone's benefit and to keep themselves safe. Staff have a positive attitude towards encouraging children to value and respect others. They recognise that their own knowledge and understanding of cultural groups different from their own is limited and therefore impacts on their ability to help children to recognise their own unique qualities and to identify the characteristics they share with other children.

Children's spoken language is developing well. They take turns, negotiate and organise their play, for example waiting to use the painting easel. Staff support children's developing language and ability to communicate, by prompting children's thinking through involvement in their play. Children have a clear understanding that print carries meaning, for example a child independently chooses a book and begins to 'read' it to herself. Activities such as role play, are not always extended to include opportunities to practise writing for a purpose. Children engage well in imaginative play based on their own experiences, such taking the 'babies' to the shops and putting them to bed. They enjoy combining different media and materials, but there are weaknesses in the range and types of media with which children can explore and express their creativity.

Staff model the use of language of time in conversations and through routines such as clearing the table for lunch. As a result, children are beginning to differentiate between past and present. Children develop skills for the future as they use information and communication technology well to support their learning. For example, operating a software programme to match pairs as they play an educational programme on the computer. However, children have few opportunities to hear and use mathematical language, and solve problems in everyday activities such as counting the number of plates needed for the number of children at snack time.

Children happily explore the indoor environment and play with the mainly manufactured resources. These are, on the whole, easily accessible. However, the organisation of craft materials does not encourage children to extend adult or child-led activities. Children are manipulating objects with increasing control, helped by staff who provide good opportunities for children to develop fine motor control such as using fine brushes when painting. However, lack of planned and spontaneous use of the outside area, results in few opportunities for children to take part in energetic physical activities involving large-scale movement, such as running, swinging and jumping. Similarly, opportunities to encourage children to find out more about the natural world through first hand experiences, are not fully exploited.

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 | 3 |
| 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 |
|--|---|

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 |

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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 the report (records to be kept) 10/12/2009

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 early years section of the report (records to be kept) 10/12/2009