

Childcare at St James's Centre

Inspection report for early years provision

Unique reference number EY396374
Inspection date 16/03/2010
Inspector Justine Ellaway

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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.

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

Childcare at St James's registered in 2009. It is a satellite provision of Derwent Stepping Stones, Derby. It operates from rooms within the St James's Centre, Derby. The setting is open Monday to Thursday from 9.15am to 12.30pm and 1.15pm to 4.15pm and on Friday's from 9.15am to 12.30pm during term time. The setting primarily offers care to parents who are students at Derby College.

The setting is registered on the Early Years Register and on the compulsory part of the Childcare Register. A maximum of 15 children may attend the nursery at any one time. There are currently 112 children on roll, all of whom are within the early years age range, attending on a variety of sessions. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are three members of staff, all of whom hold appropriate early years qualifications to at least National Vocational Qualification Level 2. The setting provides childcare funded places through various funding schemes.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time in the welcoming and inclusive setting. Staff have a suitable awareness of children's individual needs so that they provide appropriate care. Systems for supporting learning mean that children make satisfactory progress. Partnerships with parents promote consistency of care for children who attend. The vast majority of the required information is recorded and maintained appropriately. Systems to evaluate and identify areas for improvement have been devised and are developing.

What steps need to be taken to improve provision further?

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

- review the written procedure for dealing with concerns and complaints from parents to ensure that it reflects the requirements (Safeguarding and promoting children's welfare) (also applies to the compulsory part of the Childcare Register). 06/04/2010

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

- use observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child
- review the indoor environment so that it contains resources which are

appropriate and accessible for all children.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded due to staff knowledge and understanding of the procedures to follow in the event of any concerns relating to child protection. Safety is suitably promoted within the setting. For example, staff complete a safety checklist each day prior to the arrival of children and monitor the collection of children. Thorough recruitment procedures ensure the suitability of staff at the time of appointment. Similarly, thorough induction and appraisal systems establish the ongoing suitability of staff to work with children.

The setting has made a positive start in implementing the Early Years Foundation Stage in the short time it has been operating. The vast majority of the required information is gathered and recorded. The setting collects additional information to ensure the inclusion of each child, for example, common words in their first language. Policies and procedures are clear and reflect practice in the setting. However, the complaints procedure does not fully reflect the requirements with regards to the timescale for investigating.

Systems to evaluate the provision and identify areas for improvement have been implemented and are developing. The first stage of the process has thoroughly considered the welfare requirements and is shortly to evaluate practice and learning and development. Relevant targets have been set with challenging timescales to ensure the provision is moved forward. The staff team demonstrate the capacity to improve which will benefit outcomes for children.

The deployment of resources within the setting is satisfactory. Staff communicate well with each other during the session and organise themselves so that they fulfil different roles to meet the needs of the children who attend. A satisfactory range of resources is available during free play for children to self-select. On occasion, the organisation of resources within adult-led activities does not fully promote children's independence or enjoyment. Additionally, staff do not always use equipment appropriately to meet children's needs. For example, the arrangement of screens sometimes restricts children's free movement and equipment for children who sleep, is not always age appropriate.

Staff are proactive in gathering information from parents when children are dropped off to ensure their continuing care needs are met. Planning and policies and procedures are available and staff complete a brief but useful diary sheet of information about children's care needs. Parents can look at their child's development records if they wish. The setting works with other agencies as and when necessary, for example, accessing interpretation services to communicate with parents.

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

Children make satisfactory progress in their learning and development. They are comfortable in the setting and receive appropriate support to help them settle. Staff are warm and friendly with the children and attentive to their needs. They interact with children during the session, for example, reading a story which the children enjoy listening to. Staff are calm when dealing with inappropriate behaviour and get down to children's level to talk to them. They encourage children to share and take turns.

Planning documents contain clear information which links to the areas of learning. Staff maintain relevant notes on what children can do and identify where they need support. However, they do not use always this information successfully to plan activities that are appropriate to children's stage of development.

Children have opportunities to develop their language and communication skills, as staff talk to them during play and during story time they are encouraged to recognise pictures and repeat simple words. Children have regular opportunities to be creative using role play resources as well as adult-initiated activities such as painting. Staff model how to use the resources so that children learn new skills. A child has a favourite toy car that they bring to the painting activity, and is encouraged by a member of staff to roll it in the paint to make marks on the page. Children are encouraged to count and use resources such as jigsaws to problem solve.

Children have opportunities to learn about others through activities focusing on different festivals throughout the year and a small range of resources. Children's independence is promoted as they choose what they want to do during the session. They recognise routines, such as washing their hands before they have snack. They roll their sleeves up in preparation and help themselves to a paper towel for hand drying. Staff talk to children about why they wash their hands to promote their understanding of good hygiene practice. Children enjoy a healthy snack and have discussions about foods that are good for you.

A satisfactory range of opportunities are provided for children to develop their physical skills. Staff plan two or three sessions per week of indoor physical play such as music and movement. Babies and young children have space to roll and move around and are encouraged to reach for toys. Children are comfortable and secure in the environment and demonstrate an understanding of their own safety. They listen carefully to staff instructions and know that they have to ask if they want to go to the toilet. Older children are careful when they are around younger children.

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	3
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

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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 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 (Procedures for dealing with complaints). 06/04/2010