

ABC Childcare

Inspection report for early years provision

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Inspection date	15/02/2010
Inspector	Vivienne Dempsey / Ann Coggin
Setting address	Haver Hall, Sunderland, Tyne and Wear, SR2 7QY
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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.

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Description of the setting

ABC Childcare has been registered since 2009. It is located in the Barnes area of Sunderland and serves the local and surrounding areas.

There are currently 150 children on roll, of these 15 children are in the early years age range. The setting is also registered on the voluntary and compulsory parts of the Childcare register. There are procedures in place to support children with special educational needs and/or disabilities.

The setting opens five days a week all year round except for bank holidays. Sessions are from 7.45 am until 9am and 3.15pm until 6pm and school holidays from 7.45am to 6pm.

There are seven members of staff working with the children. All staff have relevant childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff create a welcoming environment for all children and their families. They work closely with parents to meet the individual needs of all children and show a genuine commitment to ensuring all children are fully included at the setting. Staff have a suitable understanding of the Early Years Foundation Stage (EYFS) care, learning and development requirements and children are making suitable progress. Staff are keen to develop their practice, they attend regular training to develop their knowledge and skills, all of which helps to promote outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to develop the arrangements for observations so they can be used to assist planning enjoyable and challenging learning and development experiences that are tailored to meet children's individual needs
- develop further systems for self-evaluation, ensuring the views of parents are actively sought and acted on
- develop further hand washing routines to fully develop children's understanding of good hygiene practices.

The effectiveness of leadership and management of the early years provision

A good range of policies and procedures are in place for the safe and efficient management of the setting. Staff have attended safeguarding training and have an up-to-date knowledge of the signs and symptoms of abuse and know who to

contact with any concerns. This helps to protect children from abuse and keeps them safe. Risk assessments are in place and are regularly reviewed to ensure the environment is safe and secure, so children can move around freely with confidence. A detailed record of children's and staff's attendance is maintained and staff ensure ratios are met.

Positive relationships have been developed with parents. Daily discussions with parents ensure continuity of care and inform them of children's achievements and activities they have been involved in. Staff work closely with a wide range of agencies to ensure children's individual needs are met. Partnerships with other providers are in the early stages, although, systems are in place to ensure continuity and coherence for children's learning and development. Staff are eager to drive improvement, weekly meetings and staff appraisals help identify the strengths and weakness of the setting. 'Improving the provision' forms are available in all areas of the setting and a children's committee has been formed, which fully involves children in the self-evaluation process. However, systems for self-evaluation do not fully involve parents.

Children access a variety of play experiences through the suitable organisation of space, time and resources. This helps children make decisions and gives them choices about what they do. Staff have a sound knowledge of each child's background and individual needs, ensuring all children are fully included within the setting.

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

Children are offered a range of activities that help to make sound progress in their learning. Children are very content, settled and willingly take part in activities. They make choices about, which activities they wish to take part in. Staff have a sufficient knowledge of the learning and development requirements and guidance for the EYFS. The level of challenge is sufficient to interest and engage children. Observation and assessment is in the early stages but has not yet been fully implemented. Planning, although in place, is generally for all children and does not fully reflect personalised learning for children within the EYFS. This means that progress at this stage is not able to be tracked effectively. However, the staff have procedures, which they will implement more effectively over time. This will clearly identify children's next steps in their learning. Staff have begun to note children's interests and discussions with parents keep them informed of what activities their children take part in and the progress they make.

Children enjoy a wide range of craft activities and have great fun manipulating dough to make 'cakes'. Children persist with activities for extended periods of time. For example, they have fun building a battleship and confidently talk about adding wheels to make it 'go faster'. A suitable range of resources are available to develop children's early writing skills, such as, paint and a range of pencils and crayons. Children are eager to write 'thank you' letters and staff support appropriately, helping children to spell words, enabling them to complete their letter with

confidence. They enjoy playing a range of games in the large hall, such as, 'wounded soldiers', they visit the local park and play areas regularly, which helps to develop their physical skills. All of which helps to promote outcomes for all children.

Children are kept secure through good procedures for entry to the building, for example, doors are always locked and all visitors are monitored. Children experience good levels of supervision and appropriate safety equipment is in place to ensure hazards are reduced. Staff can respond appropriately if children have an accident as they are all trained to administer first aid. All relevant documentation with regard to health, including specific dietary needs and consent forms are in place and up-to-date. These positively safeguard children's well-being. Children are encouraged to wash their hands after using the bathroom and anti-bacterial hand gel is dispensed before lunch, however, this does not fully develop children's understanding of good hygiene practices.

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	2
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	2
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:

Met

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

Met