

Action for Children C/o Dearne Community Children Centre

Inspection report for early years provision

Unique reference number

EY399268

Inspection date

11/02/2010

Inspector

Hilary Mary Mckenning

Setting address

Goldthorpe Nursery, High Street, Goldthorpe, Rotherham,
S63 9AS

Telephone number

01709890303

Email

lynbarron@actionforchildren.or

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 0300 123 1231, 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: 0300 123 1231
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).

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

Action for Children, Dearne Community Children's Centre was registered in 2009. The centre operates a satellite base situated within the grounds of Dearne Goldthorpe Primary School in Goldthorpe. The setting is open from 8am until 5pm, Monday to Friday and throughout the year.

The centre is registered to care for a maximum of 24 children within the early years age group and is currently caring for eight children. The centre is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

There are five qualified early years staff who work directly with the children and additional staff on site include two family support workers, one outreach worker and a training and development coordinator. The provision is supported by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provider recognises the value of continuous improvement and is beginning to develop a system to evaluate the service they offer and promote future development. There are policies and procedures to ensure children's safety is promoted and most of the required documentation is in place. Children feel safe, secure and have good self-esteem as they confidently initiate their own play within familiar surroundings. There are systems to monitor children's progress and their starting points. However, these are not fully established within all areas of learning. The sharing of the Early Years Foundation Stage with parents and other providers is satisfactory and purposeful links to enhance children's learning are being developed. Children can learn about themselves, discover differences and confidently initiate their own play.

What steps need to be taken to improve provision further?

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

- develop planning processes to provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

The provider has a secure knowledge and understanding regarding the safeguarding of children and there are policies and procedures in place to ensure children are kept safe from harm. There is a registration system in place to

record children's and staff's attendance. Children are encouraged and successfully complete the registration system supported by their parents. Recruitment and vetting procedures are robust and ensure that adults in contact with children are suitable to do so. All the required permission forms are in place and there are clear systems to record any medication administered and any accidents.

Children are introduced to safety and how to keep themselves safe; for example, all children are involved in regular fire drills and detailed in the fire log to identify any hazards encountered and how they were resolved. Appropriate risk assessments are in place and staff complete a daily health and safety check list.

There is a selection of policies and procedures in place to ensure that parents are suitably informed about the service offered. This also helps to contribute to the operation of the service and the welfare of the children. There are positive partnerships with parents to ensure children's individual needs are met. Staff share verbal exchanges with parents about the activities children have taken part in and they complete an information sheet at the initial visit. Parents are invited to annual meetings where they can discuss their child's achievements. Daily information is shared with parents about their child's day and they receive regular newsletters to keep them informed about the group's activities. Parents express their views through discussion and thank you cards. They praise the setting and appreciate the open, trusting and friendly relationship that has been established. There are positive partnerships with parents to ensure children's individual needs are met. The provider has established positive links with other providers offering the Early Years Foundation Stage and on occasions there have been visits between the different groups.

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

Children are very happy and confident within the familiar setting. They readily select activities and games they wish to be involved with. They enjoy good relationships with each other and with staff and eagerly involve them in their games. For example, children giggle and laugh as they play with a tarpaulin with staff, running from side to side.

The staff group are developing a sound understanding of the Early Years Foundation Stage framework. They are appropriately qualified and have a good understanding of how children learn. Children's observations and assessments reflect their achievements and identify the next steps of children's learning. The identified next steps are then used within the planning process. However, they are not yet linked to the six areas of learning so that children's individual learning and development towards the early learning goals can be robustly monitored.

Children are introduced to healthy lifestyles. They enjoy a selection of their favourite fruits and encouraged to try new and different varieties. Children help themselves to drinking water if they wish and are involved in organising and preparing snacks. Children have access to outdoor facilities each session and successfully manoeuvre wheeled toys around the play area. They enter into

negotiation with each other and use an egg timer for taking turns when riding on the bicycles. Children are encouraged to practise self-help skills as they successfully follow instructions as they try to put on their own coats before going outside to play.

Children make a positive contribution by becoming involved in all areas of play. They learn about the wider world and its diversity through positive examples and are beginning to appreciate diversity. For example, they take part in other festivals and celebrations. Children readily assist each other, such as when clearing away activities, helping to carry large equipment, after completing creative activity, and helping to wash each others' hands.

Children are developing their communication skills and excitedly join in singing and action rhymes. They access an extensive selection of books and engage others as well as adults in reading their selected stories. Children experience a wide range of craft resources and proudly display the finished products. The provider is beginning to develop a system to monitor and evaluate the service.

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?	2
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?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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: Met

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