

All Saints Childrens Centre Childcare

Inspection report for early years provision

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Inspector Lesley Jane Bott

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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

All Saints Childrens Centre was registered in 2009. It is situated in a purpose built building in All Saints area of Wolverhampton with a ramped access. Children have access to an enclosed outdoor play area.

The setting is open from 08.30am to 05.00pm all year round, except for public holidays. A maximum of 36 children may attend at any one time. There are currently 17 children on roll, all attending on a part-time basis. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The setting employs 10 members of staff to work with the children. All staff hold an appropriate Level 3 early years qualification or above.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are content and settled at the nursery due to the practitioners dedication to ensuring that all children make good progress within the Early Years Foundation Stage. Effective partnerships with parents, carers and other professionals' help to promote inclusive practice, and systems are in place to support children with special educational needs and disabilities. The setting is committed to making ongoing improvements and there is a strong drive towards further improvement and the process of evaluating their quality and establishing links with other providers of the Early Years Foundation Stage.

What steps need to be taken to improve provision further?

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

- review the organisation of snack time to ensure that good hygiene processes are in place
- ensure that baseline assessments are in place
- extend the planning of activities to provide more practical opportunities to develop children's equality and diversity.

The effectiveness of leadership and management of the early years provision

Safeguarding is given good attention as practitioners know and understand the child protection supporting procedures and the signs of symptoms and abuse. Practitioners have a clear consistent message about their role in reinforcing child protection procedures, including if an allegation is made against a member of staff. Vetting procedures are rigorous and include evidence of Criminal Record Bureau

checks being undertaken. Practitioners take part in appraisals and the ongoing suitability of practitioners is discussed at these meetings. Self-challenge and extensive monitoring enables the setting to devise well-targeted plans, as a result, outcomes in children's achievement and well-being for all children are good and some are exceptionally high. Children, in turn, are able to play in a safe and well-organised environment as practitioners are vigilant, and good attention is given to safety checks and risk assessments.

All children and families are welcome in the nursery, and individualised settling in processes are in place to ensure that children feel secure and quickly become familiar with the daily routine. Written information relating to routines, and preferences is gained and well-respected by practitioners. However, baseline assessments on the children's learning are not currently in place to ensure that staff have a knowledge of what the child knows and understands when they first start at the nursery.

The premises are bright, child oriented and welcoming to all. The extensive range of resources are well-maintained and stored appropriately to enable children to safely and independently select activities for themselves. The setting has a highly positive relationship with all groups of parents and carers. Parents are very well-informed about all aspects of their own children's achievements, well-being and development. The setting provides tailored guidance and information about their child's achievements. They receive daily verbal feedback from staff, and written policies and procedures and newsletters are available. This ensures that there are consistent and productive partnerships in place with parents, resulting in strong levels of engagement with the settings work. Currently, no children are attending other settings, however, the practitioners have started to forge links with local schools to ensure that continuity of care and learning for children is in place. The Children's Centre Speech and Language Development Officer works closely within the nursery, boosting the younger children's knowledge and communication skills, in addition to the support teacher mentor who attends the setting weekly.

All practitioners are well-qualified and there are systems in place to support professional development. Staff are effectively deployed to ensure that children are supervised and supported at all times. Equality and diversity is promoted well in the setting to help children to develop an awareness of the society they live in through resources and practitioners attitudes. However, planning and activities need to reflect the emphasis on diversity. The self-evaluation document is used well to reflect on rigorous monitoring of practice and identify areas of future development for practitioners and the setting itself.

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

Children progress well in all areas of learning and development. Practitioners know each child in their key groups and are able to recall what each child is capable of and their preferences. Planning to support children's learning is in place and children's individual needs are being met.

Children enjoy their time at the setting and are well-motivated. They are currently very excited about using the outdoor area, which has just been completed, and squeal in delight as they use the water bottles to squirt the staff and each other. The outdoor area is seen as an extension to the children's learning, as they choose when to go outside and what resources to take out with them. They enjoy activities, such as digging, planting seeds and chalking on the walls and slabs. Imaginative development is well-supported through the use of role play, as the children wash the dolls before taking them to the role play corner to feed them. The role play area in the nursery is frequently transformed into a car wash or a fruit shop, to support planned activities and topics.

Older children recognise letters and enjoy their time in the book corner, finding their favourite book, 'Eat your peas', for a staff member to read to them, while younger children progress by experimenting with messy play. They use rollers and cutters to make shapes with the purple shiny play dough, pointing out the glitter in it as staff encourage early mark-making skills. Children's physical well-being is met through a range of activities they enjoy, such as balancing and climbing outside on the purpose built raised area and sand pit. As children develop their skills, they are helped and supported by caring practitioners, enabling them to feel secure and safe in the environment.

Children develop a sense of self-esteem as practitioners offer support, praise and encouragement. Children who are unsure about joining in with activities are sensitively given time to develop their confidence. Children's behaviour is managed well through clear and consistent behaviour management strategies. The setting is wholly inclusive and all children are welcomed into the setting, and activities are totally accessible to all. The input from outside agencies attached to the Children's Centre guarantees that all children are fully supported.

Children enjoy snacks that consist of a variety of fresh fruit for each session, and water is available at all times. However, the organisation over snack time does not always ensure that children's basic health and hygiene routines are supported. For example, children do not always wash their hands prior to eating.

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	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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

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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