

Swishers flc

Inspection report for early years provision

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Inspection date	07/07/2010
Inspector	Michele, Karen Beasley

Setting address	St Wilfrid's Church Hall, Ewart Road, Buckland, Portsmouth, Hampshire, PO1 5RH
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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

Swishers flc is situated in the Buckland area of Portsmouth. It is a committee run group and a qualified manager runs the day-to-day organisation of the provision. The group is based within St Wilfrid's Church Hall. Children have use of one large hall on the ground floor and a large playroom situated on the first floor of the building, accessed by stairs only. They have use the church itself and the smaller carpeted lounge area on the other side of the building. There are small outdoor areas to the rear and front of the church.

The group is registered to provide care for a maximum of 36 children from two years to under eight years at any one time. There are currently 75 children on roll, of these, children aged three and four years receive funding for early education and four children aged two years. The setting supports children with special educational needs and physical disabilities, together with those who are learning English as an additional language, as required. The provision operates wrap around care, which includes a pre-school facility, breakfast and after school care and a holiday play scheme. Children attend for a variety of sessions.

The provision is open from 8am to 6pm every weekday for 49 weeks of the year. The holiday club runs during the school holidays serving the needs of children between two and 12 years of age. There is provision for before and after school care (SWAMP) for children aged five to 11 years, the pre-school operates for five mornings and four afternoons. There is a parent and toddler session on the fifth afternoon each week. Wrap around care (SWIRL) is also provided for children from two years to 11 years. There are 11 members of staff, in addition to the manager, who work directly with the children; all are qualified and one is working towards an NVQ level 2. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

In this exceptionally caring and highly stimulating environment children thrive and make rapid gains in their learning and development. Excellent leadership and management, exceptionally good teamwork and outstanding relationships with parents have ensured that the needs of children are at the heart of this setting. The very skilled staff organise and monitor children's activities extremely well so that their progress is outstanding in all areas of learning. Staff continually reflect on the quality of provision and how it can be improved and consequently, there is an excellent capacity to improve further.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to develop an environment rich in print where children can further learn about words, by using names and labels on equipment consistently in play areas.

The effectiveness of leadership and management of the early years provision

Arrangements for the safeguarding of children are excellent, with staff vetting arrangements, risk assessments and daily health and safety checks rigorously carried out. In this, staff of the setting where the pre-school is based and committee members provide excellent support. The setting fully complies with the requirements of the Early Years and Childcare Registers. Policies are designed to keep children safe and support inclusion and partnership working. These are very effectively implemented by staff and all documentation is maintained to a high standard. Clear and rigorous procedures are in place for the recruitment and vetting of new staff and this ensures that all adults working with children are suitable to do so. Staff are extremely well supported and monitored and work together really well as a team to promote children's care and learning.

Very effective and detailed risk assessments are in place for the premises and for any activities that are planned to take place within the grounds and these ensure the safety of the children. The staff are vigilant about children's safety throughout the day and this enables children to play safely whilst being well supervised and supported.

The manager gives excellent direction for the care and education of the staff and children. She is unfailingly positive and highly organised. All the staff team have worked hard to achieve improvements since the last inspection. There is a strong team spirit and staff have new and well established systems to review and develop the provision for nursery education. Their teaching is regularly monitored by the manager and ways forward agreed with the staff team. The manager also leads review and planning meetings. The common goals identified in these meetings effectively guide staff in planning activities which meet the needs of the children.

The setting fulfils its vision to provide high quality care and education for all the children. Well articulated aims are achieved in practice because staff are skilful and work very well as a team. There is a strong commitment to improvement, and training and the professional development of staff. Children and their parents' views are fully considered, especially so concerning new opening times and provision for children wanting to stay for lunch. They recognise that self-evaluation is the key to continuous improvement and rigorously monitor and assess their provision, practice and children's progress. They know their strengths and weaknesses and act on their evaluations to make improvements. They set clear and realistic targets, are clear about how progress will be assessed and evaluate the actions taken for their impact on children's well-being and learning.

Excellent links have been established with parents and regular exchanges of information take place; this ensures that staff are able to take account of children's

learning at home. Effective settling in procedures help the children to adjust to their new surroundings. The staff have established some very positive links with other providers and work closely with outside agencies when necessary to meet individual children's additional needs.

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

The outstanding records of children's learning journeys and the very reflective evaluations staff complete of each week's activities provide excellent information, so planning for the next steps in learning is especially thought through. These records are readily available to parents, helping them to feel fully involved in their child's development. Each child's key person takes responsibility for monitoring how well they are doing. The excellent teamwork ensures that all staff are well aware of the level at which each child is working so they can provide exceptionally good support. Staff are extremely skilled at planning to cover a range of areas of learning in each activity. For example, children learn about maths as they measure using different sized paint brushes and snooker cues. They learn about weight and decimal numbers by using digital scales to weigh light and heavy objects.

Singing at circle times is greatly enjoyed and helps children to learn that one less than five is four. There is an outstanding emphasis on children making choices. For example, after activities in the morning children choose stickers from an extensive variety which identifies what they would like to do that day. When the chosen activity is completed staff write on the stickers what the children have learnt from the activity. This informs parents/carers as to what the children have been doing. The setting needs to be consistent on its labelling of equipment to further develop the rich print environment for children. Children initiate ideas for themselves, such as having an interest in mini beasts, this led to designs on paper of new mini beasts which prompted the making of their designs out of junk modelling and naming them. Staff are very skilled at asking pertinent questions to move children on in their thinking. Challenging and interesting activities, such as these help children to make excellent progress across all areas of learning.

Very good attention is given to ensuring that children play safely and handle tools correctly, such as safety knives when cutting fruit. They feel very happy and secure at the setting, confident that adults will look out for them, and fully enjoy their activities, often becoming engrossed in them. Older children are especially good at looking after the younger ones and showing them the routines. Staff use excellent strategies to promote good behaviour and consideration for others. They give the children clear and consistent boundaries and help them understand the impact of unacceptable behaviour on others. Their calm and polite manner sets a very good example for children.

One of the greatest strengths of the setting is how they use their limited outdoor space. Staff maximise opportunities to enable children to be outside as much as possible, providing endless opportunities for learning and enjoyment. Discovery corners have been developed, this is where children take responsibility for clearing away and taking pride in their environment by using dust pans and brushes,

pulling up weeds, planting flowers and vegetables and making bunting to hang outside. They learn about recycling and collect snack and lunch time leftovers for a compost bin. Children learn about Christian Aid week and have planted crops in bags after hearing the Christian Aid story. They have been involved in and invited their parents/carers to a coffee morning to support McMillan Cancer. This contributes to the excellent promotion of taking care of their environment and supporting the community. Regular exercise is promoted well including music and movement indoors, and large physical apparatus is used as well as bikes and scooters. Children go on walks to find out about nature and observe squirrels in a nearby park. They talk and learn about shadows, chase bubbles in the sun and observe tracks they have made with their shoes after treading in water. Their learning and understanding of a healthy lifestyle prepares them excellently for future life.

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?	1
The capacity of the provision to maintain continuous improvement	1

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	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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