

# Calcot Manor Creche

Inspection report for early years provision

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**Unique reference number**

EY261552

**Inspection date**

08/06/2010

**Inspector**

Linda Janet Witts

**Setting address**

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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

Calcot Manor Crèche registered in May 2003 and is open to children aged from birth to 14 years. It operates from the first floor of a converted barn within the grounds of Calcot Manor Hotel. It is located near the rural market town of Tetbury, in Gloucestershire. The crèche serves staff and guests of the hotel and its health club. Facilities for children aged under eight include a reception area, main room, sleep room and toilets. A separate mezzanine area is designated for sole use of children aged over eight years. Access to the crèche is via one flight of stairs.

The crèche is registered with Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children aged from birth to eight years, may attend at any one time. Of these, six may be aged under two years. The number and ages of children attending or on roll fluctuates daily. The crèche welcomes children with special educational needs and children speaking English as an additional language.

The crèche is open every day of the year between 9am and 5.30pm and employs 18 members of staff working shift patterns to cover these times. Over half of the staff hold appropriate early years qualifications at level 2 or above. The core members of staff are employed full-time and are qualified at level 3.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The crèche known as the 'playzone' offers a welcoming environment for the children who attend and practitioners are committed to making children's time spent there enjoyable. On occasion management of the crèche facility impacts upon the attention practitioners give to the children. Improvement has been made since the last inspection, however, not all requirements are met in relation to promoting children's safety and the group does not have an effective system for self-evaluation. Partnership with parents is satisfactory but the group currently has no links with other settings children attend.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

## What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure that the record of risk assessment includes those relating to all areas used by the children, with particular regard to the use of the mezzanine floor level (Suitable premises, environment & equipment) 02/07/2010

- ensure that policies and procedures for the safe and efficient management of the provision, such as, for fire drills, are implemented effectively (Suitable premises, environment & equipment. Also, Documentation)

02/07/2010

To improve the early years provision the registered person should:

- develop a system of self-evaluation to monitor the effectiveness of the provision and to identify areas for improvement
- consider training for the special educational needs coordinator to enable the successful fulfilment of the role
- improve children's access to outdoor play opportunities
- develop links with other settings children attend so as to ensure consistency of care and to ensure that children's early years experiences enhance those they receive elsewhere

## **The effectiveness of leadership and management of the early years provision**

The group does not meet all requirements set to promote the welfare and safety of the children attending. Staff mostly supervise the children well and in this way keep them safe. However, the group has policies and procedures for the use of the mezzanine floor level and fire drills that are not implemented. For example, one policy states that fire drills are carried out six times each year, however, less than half this number are in fact carried out. Also children under the age of eight years are taken to the upper level of the crèche, although their policy states it is to be used by children over the age of eight years only. The group's record of risk assessment does not detail the significant safety risks associated with the use of this level of the building. The group has a suitably trained person designated to take the lead on safeguarding issues and up-to-date reference material has been sourced. All practitioners are suitably vetted and the identity of visitors is checked to protect children from those who are not vetted.

The friendly practitioners welcome all children and parents. Many of those attending are families using the hotel or spa facilities for short periods of time; others are staff members and their children. Basic personal information is gathered when children attend and parents are asked to tell practitioners of any particular needs, likes or dislikes children have. The practitioners support the children to help them to settle and suggest activities that they think the children might enjoy. Planning is done to cover each area of learning within the Early Years Foundation Stage. However, this reflects activities practitioners feel children of different ages may enjoy rather than building upon what children already know and can do. Observations are made irregularly to identify the progress of children who attend regularly. These are added to learning journey records that parents are able to see. As a result children are making some progress in their learning but practitioners cannot be sure that children are sufficiently challenged by what they offer. The group has an individual who acts as special educational needs coordinator but she has not completed any training to help her in this role. The

manager is aware of the benefits of working in partnership with children's parents and others involved in the children's care. She has not initiated information sharing with other settings children currently attend. No system for self-evaluation is in place and as a result strengths and weaknesses in the provision are not identified and action for improvement is limited to addressing the weaknesses identified at the last inspection and by outside professionals.

Good hygiene practice is followed and healthy snacks are offered to promote children's good health. Fresh air is provided through ventilation and occasionally children are taken outdoors to enjoy physical exercise, such as walks within the grounds.

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

Children of different ages and stages play happily alongside one another. Those new to the group are helped to become familiar with the crèche facilities and those who find it difficult to detach from their carers receive warm reassurance to help them to settle. At times practitioners leave children to receive parents and children who arrive at different times throughout the day. Whilst minimum adult to child ratios are met it does mean that sometimes children who are upset are left crying whilst the practitioners tend to the needs of those arriving. This causes unnecessary distress albeit for a short period of time. Also the additional needs of children who are unfamiliar with the setting affect the provision for regular attendees. This potentially impacts upon children's learning and development.

Children can help themselves to a suitable range of toys and resources stored within their reach. The range includes books, jigsaws, games, activity toys for younger children, creative and role play resources and also those that reflect positive images of culture and ethnicity. The children move around the setting with increasing confidence and babies are able to watch the activity of older children from the safety of a practitioner's lap or cradle chair. They also have opportunities to stretch out on the floor in the baby area. The two and three-year-olds like to play in the sand, transferring it between containers and filling a tip-a-truck. They also paint at easels with enthusiasm. Role play is popular. The children have 'parties', set up 'home' and fight 'fires' putting on dressing-up clothes to reflect their chosen roles. They also enjoy musical activities such as using instruments with gusto to accompany music played.

Children's knowledge and understanding of the world is developed when they can go out into the natural environment and the bird camera has enabled children to monitor the activity of birds nesting in a nearby tree. Computers are available to assist children in their acquisition of skills for the future.

Children learn good hygiene practice, such as, hand-washing before they eat. Nappy changing procedures also serve to minimise the risk of cross-infection. Children eat well, enjoying the healthy fruit snacks provided. Babies are fed according to their needs and home routines. The practitioners talk to children about safety risks that arise helping them to learn to keep themselves safe.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	4
The capacity of the provision to maintain continuous improvement	4

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	4
The effectiveness of the setting's engagement with parents and carers	3

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

The quality of the provision in the Early Years Foundation Stage	4
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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