

Karmand Creche

Inspection report for early years provision

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EY400438

Inspection date

05/05/2010

Inspector

Liz Whitehead

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

The Karmand Community Centre Crèche is run by a management committee. It has been registered since 2009 and has the use of one room and the hall in the community centre, in the Barkerend area of Bradford. There is an enclosed outdoor area adjoining the property. The setting serves the local community and is open during term time only; from Monday to Friday 9.30am until 12pm, and from 1pm until 3.15pm on Wednesdays and Thursdays. The staff receive support from the local authority.

The crèche provides care for children on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 14 children may attend at any one time; there are currently 32 children in the early years age group on roll. The crèche welcomes children with special educational needs and/or disabilities and those with English as an additional language. There are three members of staff working with the children, all of whom hold a relevant qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children share trusting relationships with the staff, who respect and value them as individuals. Children's health and safety is mostly promoted and they make steady progress in the areas of learning. Staff develop links with other providers and establish appropriate partnerships with parents, although they do not obtain full information when beginning to care for children. Most of the required documentation and risk assessments are in place and staff regularly evaluate their practice and put plans in place to ensure continuous improvement.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- improve the record of risk assessment so that it includes all areas of the provision, when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) (also applies to the compulsory part of the Childcare Register)
- 19/05/2010

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

- request information from parents regarding what children know and can do when they first attend
- maintain a record of visitors names, the purpose of their visit and details of

- arrival and departure times
- improve hygiene practice with regard to handwashing facilities
- ensure that drinking water is available for children to access at all times.

The effectiveness of leadership and management of the early years provision

Staff are clear about their roles and responsibilities and have a suitable knowledge of the Early Years Foundation Stage. Safeguarding procedures are understood by all staff and they know what to do if they have concerns to protect the children in their care. Vetting procedures are consistently implemented and ensure that staff working with children have the appropriate qualifications, skills and experience to do so. Daily safety checks ensure that hazards to children are minimised both indoors and outdoors; although the record of risk assessments does not cover all areas of the provision and does not contain all the required details. This is a breach of regulations. Accident and medication procedures are consistently implemented and most members of staff hold an appropriate first aid certificate, which contributes to children's safety. Access to the premises is strictly monitored, however, the system for recording visitors is not consistently maintained to accurately record persons present in the setting.

The staff regularly seek the views and opinions of parents, children and other professionals to set achievable objectives to improve their service. They are working closely with the local authority and other providers to ensure sustainability, and are part of a pilot scheme caring for two-year-old children. Parents are really happy with the service and comment that 'the children learn the same as they would in nursery'. The staff gather a wide range of information from parents, including children's care needs and their likes and dislikes. Children's learning would be enhanced by requesting information as to what they know and can do when they first attend the setting. All the required policies and procedures are in place, maintained confidentially and are readily available for inspection. Children are developing an awareness of respecting and valuing others as they hear a number of languages spoken in the setting and learn about festivals from around the world, including, Eid, Diwali, Chinese New Year and Easter. The staff actively involve parents in their children's learning and encourage them to share their heritage and culture with the children.

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

Children enjoy their time at the setting and feel safe and secure within the environment. Staff recognise children's uniqueness and meet their individual needs effectively. Most children leave their parents happily and are eager to participate in the activities. Children who are unsure at first quickly feel comforted and reassured as staff talk to them in their home language and also in English. Staff know the children well and quickly respond to their individual interests to extend their learning. Staff skilfully promote a number of learning opportunities through children's interest in dinosaurs; for example, they develop an active imagination as

they use the dinosaurs in the sand. Staff encourage the children to draw pictures of their favourite dinosaur, and take photographs to give them pride in their achievements; these observations are used to plan the next steps in the children's development.

The staff create an environment that challenges discrimination and stereotypes. Children have a wonderful time as they play with the cars, read books and create masterpieces with the paint and collage materials. Children are confident to explore the texture of the paint as they spontaneously paint their hand and arm, describing the paint as 'sticky'. Children are especially proud and know which is their picture as they recognise their name. They eagerly show these to their parents and older children state 'that's not my picture, my name doesn't look like that'. Children are learning practical skills for the future as they care for the dolls, iron clothes and make dinner in the home corner. They know how things work and independently use a large hand operated pencil sharpener, and take photographs of things that are important to them. They learn about simple science as they watch as ice melts and experiment with melting chocolate for baking.

Children behave well, and listen carefully to staff as they encourage them to help tidy the toys away. Children are developing an awareness of how to keep themselves and others safe and carefully replace their chair under the table to prevent accidents. Children know about road safety and spontaneously use the road signs and traffic lights when riding in the tricycles and cars. Staff further develop children's awareness of health and safety as they read books. They talk about the importance of using crossings, and discuss if they visit the dentist and how often they clean their teeth. Children spontaneously wash their hands after using the toilet, although cross-infection is not effectively reduced, as soap is not always available. Children enjoy fresh fruit and water for snacks, although there is no provision for them to access drinks throughout the session. This does not encourage them to recognise when they are thirsty or promote their independence. Children enjoy sitting together at group time and develop high levels of self-esteem as they take it in turns to sing a song. This activity is enhanced through the provision of resources relevant to the songs, and the children listening attentively and celebrating their friends singing.

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	3
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	3
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:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 19/05/2010