

Gingerbread House

Inspection report for early years provision

Unique reference number	EY404995
Inspection date	07/07/2010
Inspector	Shazaad Arshad

Setting address	Gingerbread House, 100 New Street, Southowram, HALIFAX, West Yorkshire, HX3 9SN
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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

Gingerbread House was registered in 2010. It operates from a detached building in the Southowram area of Halifax. Children are accommodated within three rooms depending on age. All children share access to a secure enclosed outdoor play area. Access to the upper floor is via a staircase. The nursery is open each weekday from 7.30am to 6pm, all year round, with the exception of Christmas week and bank holidays.

The nursery is registered on the Early Years Register. A maximum of 34 children may attend the nursery at any one time, all of whom may be in the early years age range. There are currently 21 children on roll, 12 of whom are aged from birth to under five years. The nursery provides funded early education for three and four-year-olds and currently supports children with special educational needs and/or disabilities.

There are three members of staff, all of whom hold appropriate early years qualifications to at least a National Vocational Qualification at level 3 or above. One member of staff has a foundation degree in Early Years.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The staff are very committed to their work. They know the children very well and they plan activities to meet their individual needs and interests. The key-person system is effective and ensures that each child receives an inclusive service where they are respected and valued and their well-being is paramount. As a result, children are making sound progress in the warm, caring and well resourced environment. Most aspects of partnership working are developing sufficiently which ensures consistency in the care provided. The self-evaluation process is in its infancy and at the present time does not sufficiently fully identify all the areas for further development.

What steps need to be taken to improve provision further?

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

- develop links with other settings that children may attend to ensure that each child receives a challenging and enjoyable programme of learning and development
- develop systems to monitor and evaluate the successful delivery of the Early Years Foundation Stage
- ensure development records clearly show the link between starting points and how these are successfully tracked through to the next steps of children's development.

The effectiveness of leadership and management of the early years provision

Children are sufficiently safeguarded and protected from harm through the nursery's recently established procedures and practices. Staff have sound knowledge and understanding of safeguarding procedures and their responsibilities should they have any concerns about a child in their care. This is also fully shared with parents through the policies and procedures file. Detailed risk assessments of the premises and outings ensure that safety is continually monitored and reviewed. The hygiene policies are followed by staff to minimise the risk of cross-infection.

The nursery is adequately led and managed by a committed family team. They are developing links with the local authority early years team to develop nursery practice. For example, the nursery have started the early stages of Steps into Quality. As a result, staff are increasing their skills and enhancing their work with the children. Plans for the future are well targeted to bring about further improvement to the nursery and outcomes for children, such as, an application for grant monies for further development of the outdoor area. However, overall the process of self-evaluation is not sufficiently robust as the process has only very recently started.

Parents are kept informed about their child's developmental progress and achievements through ongoing daily discussions, policies, newsletters and learning journals. Children's health and care is sensitively supported to ensure their emotional and developmental well-being through the developing partnership working with parents and other medical professionals. Systems for seeking parents' views of the care and activities offered to their children, through questionnaires and working in partnership with carers at other settings which children attend, are in the early stages of development. Parents speak positively about the quality of care and activities offered to their children.

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

Children enjoy and achieve during their time at the nursery. They benefit from the enthusiasm of the staff and the quality of their interactions. A rich and varied environment supports children's learning and development through a good range of toys and equipment, planned experiences and activities which effectively meet children's ages and stages of development. For example, children explore cardboard boxes to make junk model figures such as binoculars. They engage in planned activities to develop their mathematical skills, such as, counting out utensils for lunch and counting the steps as they go up and down the stairs from pre-school. They confidently and competently count from one to 20. The children have lots of opportunities to explore and investigate through sensory play, such as, exploring water, sand and foam. The foam activity is very enjoyable as children use the shaving foam to create shapes and identify letters in their names. Children demonstrate sufficient levels of involvement in all areas of learning and successfully develop skills that contribute to their future economic well-being. For

example, pre-school children can competently use a mouse, follow a simple computer program and use the keyboard successfully to identify the letters of their name.

All children benefit from access to the outdoor environment and enjoy fresh air on a daily basis. They play in sand or water, ride wheeled toys and take walks to the school to meet with the children who attend after school. Each room is decorated with some of the children's artwork and their creativity is valued and nurtured. Children talk confidently, ask questions about the play and express their emotions. For example, children pretend that they are racing their cars and express lots of loud engine noise sounds as they imaginatively pretend their small floor car goes fast. They are well supported by staff, who discuss the play and patiently answer questions.

Staff ensure that differences are valued and children learn about the wider world and their own and other's differences. For example, they have access to some positive images of other cultures and beliefs through the resources within the nursery. Children enjoy their food, often asking for second helpings, and eat an appetising variety of healthy snacks which include a wide range of fresh fruits and vegetables. They eagerly eat from platters of fresh fruit for the afternoon snack. Children develop their understanding of sound self-help skills and personal hygiene through identifying their drink cups and regular hand washing.

Observation and assessment records demonstrate that children are making sound progress in all areas of their development, and that the next steps in their learning are considered. They set appropriate challenges for children to further develop their learning. However, there is some inconsistency in the planning and recording systems and in some cases this leads to an imbalance between the emphasis in the different areas of learning and following up on the children's next steps.

The children are well-behaved and their views and choices respected by staff who support them. This provides them with the opportunity to gain effective skills for the future as independent active learners. Children are kept safe as staff are vigilant in monitoring them and teach them how to start to take responsibility for their own safety. Children are taught to walk down the stairs in a safe way. They learn about road safety and how to keep safe by tidying up after play.

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	2
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	2
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:	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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