

Wattisham Airfield Childcare Centre

Inspection report for early years provision

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Inspection date	22/07/2010
Inspector	Deirdra Keating
Setting address	2 Valley Road, Wattisham Airfield, Ipswich, Suffolk, IP7 7RE
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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Wattisham Airfield Childcare Centre was reregistered in 1993 and is managed by a voluntary management committee made up of parents of the children who attend. The facility operates from a single storey temporary building and designated room in the community centre. Both rooms have access to an enclosed outdoor play area. The children's centre is in Wattisham Suffolk. It is open each weekday from 8.00am to 6.00pm for 50 weeks of the year.

The centre is registered on the Early Years Register, compulsory and voluntary parts of the Childcare Register and takes children aged up to 12 years before and after school and during the school holidays. There are currently 63 children aged from six months to under five years on roll, some in part-time places. The centre has a number of children with special educational needs and/or disabilities and children who have English as an additional language.

There are 11 members of staff, eight of whom hold early years qualifications to at least level 2. The setting operates in line with and provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are safe, secure and enjoy learning through real and practical play based experiences that are appropriate for their age and stage of development. A highly developed knowledge of each child's needs makes sure that children's welfare, learning and development are promoted well. There are several strong aspects to the provision, including safeguarding, inclusion, positive contribution and partnership working. Self-evaluation systems have been implemented, although, they require expanding to include the views of others who use the setting.

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 and meal times to ensure every child receives an enjoyable experience that is tailored to meet their individual needs and provides them with opportunities to develop new skills
- develop opportunities for children to practise and extend their early writing skills and help them become increasingly independent, this includes writing for a purpose, pouring drinks, and helping to prepare for meals and snacks.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well by staff who follow established procedures confidently. These are clearly set out in the setting's policies, using guidance from the Local Safeguarding Children Board (LSCB). Children are cared for by staff who have completed all necessary suitability checks and are generally qualified in childcare. There is an established recruitment system which is carefully followed and used by the manager who has to facilitate several staff changes due to the staff being posted elsewhere. Given these changes the staff and committee have worked well together to provide consistent and secure care for children and maintain qualified staff ratios that meet the requirements set out in the early years foundation stage.

There are a wide range of resources that are of sound quality and have been selected carefully providing an environment that is welcoming and promotes children's increasing independence. The centre is managed by a voluntary committee made up of parents of children who use the centre. The committee and staff are strongly committed to improvement and development. They have submitted ambitious plans and secured funding for a new building on the site. Staff reflect on their practice and take time to discuss areas for future improvement which are partly identified in the setting's self-evaluation. Staff have a good understanding of their roles and responsibilities, this also includes additional roles, such as, safeguarding and fire officers. Children benefit from dedicated staff who have a good understanding of children's individual needs and promote continuity of care for all the children.

Staff recognise the value of working in partnership with parents and carers, and provide regular opportunities for parents to become involved in their children's learning. There is an excellent range of information for parents which is adapted to the different languages spoken by parents as required. Parents are actively invited to join the management committee and take an active part in the running of the centre. Parents speak highly of the centre, the range of activities that are provided and their children's clear developmental progress. Partnership work with other provisions is effective and supports children who attend a second provision. In addition strong partnership working with the local authority and outside professional supports children with special educational needs and/or disabilities. Staff truly recognise the strengths of professional relationships in creating an approach that best meets the needs of individual children. This helps promote an inclusive environment where all children can enjoy and achieve given their individual starting points and capabilities.

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

Younger children in Little Scally Wags are cared for in a homely and reassuring environment where they can comfortably develop and learn. A soft carpeted area enables children to spread out on the floor and rest, according to their needs. The

room is light, airy and facilitates young children's comfort and development very well. Staff are high in number and deployed to ensure that children feel secure. Children with English as an additional language who are new to the setting are given tailored one to one support by staff who provide cuddles and reassurance as children develop a sense of belonging and confidence. Staff use and reflect children's home languages in their play very well helping children build strong bi-lingual foundations. Young children enjoy sensory and tactile play set out well in a quiet room where books and stories are promoted. Books are an important part of the centre, innovative story sacks have been made providing props and characters that children enjoy. These are available for parents to take home and encourage families to share and enjoy books together. The working partnership with parents is a key strength of the centre and has been developed very well by resourceful staff. Activities are displayed on the notice board and offer ideas and resources for children to enjoy at home. Children's records of learning are displayed prominently and are easily accessible to parents who sign them out regularly and make comments.

Children enjoy many real and practical experiences provided and planned well by staff. They explore textures and materials including sand, water and toothpaste. Children are supported well in learning about shape, space and numbers for counting. Young children count their fingers and toes as they draw around their hands and feet with chunky crayons. Children are motivated active learners supported by staff who support their ever changing interests and help them deal with their feelings positively. There is a mark-making area in the room and children are encouraged to practise early writing, however, children are not expected to add names to art work, taking away opportunities for children to write for a purpose. Children use real ingredients as they mix and make play dough, they work as a group to add ingredients and colour as they make dough to manipulate and experiment with. Children are encouraged to count how many spoons of flour and measure the liquid and start to understand the concept of cooking as they observe the mixture change when adding liquid and colour.

Healthy lifestyles are promoted by staff who remind children about hand washing and the purpose of this before they are given snack. Snacks are healthy and prepared by staff and given to children, however, the organisation of this means that some children are expected to wait at the table and become restless and frustrated. Meals are heated and served onto individual plates by staff in the kitchen. The food is of good quality and cooked using organic ingredients by a local catering company. Hot nutritious meals are served to older children who sit at tables and wait with very little to do while staff serve their food and pour their drinks.

Older children understand the behavioural expectations of the setting and staff generally reinforce the ground rules. Children do show an agreed understanding of the rules as they sit for a group time and use a toy figure to determine who has a turn to speak. This helps children develop their language for speaking as they share their news and helps them learn about listening to other children. Staff are gentle, firm and have formed close bonds with the children. Children are supported very well by skilled staff who help them deal with feelings of frustration positively and this helps all children feel safe in the setting. Children are developing positive

impressions of their similarities and differences through discussions, books, dolls and instruments featuring a range of cultures, gender role and disabilities. The staff are all strongly committed to the principles of equality and diversity ensuing that all children are highly valued as unique individuals.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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