

# Sinfin Community Childcare

Inspection report for early years provision

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**Unique reference number** EY279508  
**Inspection date** 08/04/2010  
**Inspector** Justine Ellaway

**Setting address** Sheridan Street, Sinfin, Derby, Derbyshire, DE24 9HG

**Telephone number** 01332 770167

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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**

Sinfin Community Childcare is run by a board of directors. It opened in 2004 and operates from the Community Enterprise Centre, Sinfin, Derby. The setting provides a nursery and out of school care during term-time and school holidays. It is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. All children share access to an enclosed outdoor play area.

The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 110 children may attend the setting at any one time. There are currently 120 children on roll, 80 of whom are within the early years age range. The setting supports children who speak English as an additional language.

There are 22 members of staff, all of whom hold an appropriate early years qualification to at least NVQ Level 2. The setting 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.

Staff are effective in supporting children's learning and development and as a result they make good progress towards the early learning goals. The setting regularly gathers useful information on each child to ensure their individual needs are met. Children's welfare is effectively promoted in the majority of areas. Sound partnerships with parents and other settings that children attend promote consistency of support. The setting demonstrates the capacity to improve and has suitable systems in place to monitor and evaluate the provision and identify areas for improvement.

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

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

- review the menu to develop further children's preferences during meal times whilst continuing to help them understand why some choices are healthier than others
- improve children's access to the outdoor play area
- develop further observation and assessment systems to consistently identify learning priorities.

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

Children are effectively safeguarded. Detailed risk assessments are in place for the premises and for all outings children undertake. In addition, daily safety checklists

are completed prior to children's arrival to ensure all risks and hazards are minimised. Sound systems are in place to establish the suitability of adults who work in the setting both at the time of placement and on an ongoing basis. All of the required information is gathered and maintained to promote children's welfare.

The management team have gathered useful information to evaluate the practice and identify areas for improvement. Staff and parents have been involved in this process. Suitable consideration is given to the effectiveness of existing systems before implementing new ones to ensure these are sustainable. The setting demonstrates the capacity to improve and has identified relevant and achievable targets for the future. All of the previous recommendations have been addressed which benefit the outcomes for children.

Staff are well deployed throughout the day to ensure the needs of all children are met. They communicate well with each other to ensure that children receive appropriate support. Children have access to a good range of toys and resources throughout the day. Younger children crawl over to their favourite toys or pull themselves up on the furniture. All children, including those within the baby room have access to additional resources which are attractively stored in low-level drawers which they help themselves to. Younger children enjoy looking in the drawers and getting out their favourite toys. The setting has a suitable range of resources that help children to develop their understanding of others. Children also participate in activities that look at the different festivals throughout the year to further support their understanding.

Regular opportunities are presented for parents to contribute to their child's development files. Staff gather information from parents on their child's stage of development at the time of placement and when they are moving rooms to support the transition. Parents of pre-school children can note any achievements and give these to staff to contribute to their files on an ongoing basis. Information is suitably provided and displayed around the nursery, for example, policies and procedures are constantly available for parents to view. The setting has established effective systems to support children who attend other settings. Useful information is gathered on a regular basis to support the settling in of children and the planning of activities, based around any identified support needed.

Children's welfare is suitably promoted, although the setting does not always fully promote children's good health. The menu includes a large amount of healthy meals and snacks and allergies and dietary needs are catered for. However, the choice of alternative options at meal times is not always effectively communicated to children, resulting in those children who have certain preferences sometimes having a very limited choice. In addition, the setting has dedicated play space for each of the rooms. However, on occasion children are not given opportunities to play outdoors or staff do not make best use of the available space.

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

Staff are consistently effective across the nursery in their interaction with children. Children receive good support in their learning and development as key workers know their children really well. Staff get down to children's level and join in with their play. As a result children settle well and develop good relationships with the adults who care for them.

Children enjoy a variety of activities and join in enthusiastically. They sustain their involvement because staff join in with their play. For example, a member of staff reads a book to a child in the baby room and makes the noises of the animals which the child attempts to repeat. Older children chat to staff about what they are doing and respond to questions which extends their learning. Children in the toddler room thoroughly enjoy looking at books and listening to stories and become excited when a member of staff gets a favourite book. They join in with the words, developing their language skills and also recalling events.

Children of all ages are appropriately supported to understand the routines. For example, they wash their hands before snack time. Younger children are encouraged to get their nappy and wipes from their bag so that they feel secure when having their nappy changed. Older children line up when going outside and hang up their coat when they come inside. They play a game about healthy eating and chat about familiar foods as well as unfamiliar foods and how often you should eat them. Children develop an understanding of their own safety through clear instructions from staff. For example, a child goes to push a toy in front of another child and is encouraged to think about the possible consequences and what they could have done differently. Children comment on why they are safe, for example, they are wearing a helmet whilst riding on a sit and ride toy to protect their head.

Children enjoy exploring and investigating, as they play in the sand tray and explore the sand with their hands or play with tea leaves and talk about what they smell like. An older child is playing with a torch and is curious about the cover and why you can open it. Children are supported to count during play, for example, one child is looking at a book, and whilst a member of staff counts the child counts with her and points to the numbers on each page. Children enjoy singing and join in with the actions of the song and attempt to clap to the rhythm. They use their imagination with the role play toys, for example, pretending to make a drink for everyone. They develop their physical skills as they use threading cards and a child attempts to unravel the laces, spending time working out how to do this.

Children are clear of the expectations and rules regarding turn taking and sharing. Staff use clear and simple instructions for younger children. Older children have a timer that they use for favourite toys and wait patiently until it is their turn. All children play well together and join in with play quite happily without interrupting others.

Observation and assessment systems are detailed, clear and well maintained. Useful information is recorded which is used to plan appropriate activities and

support. The information is passed on to the next key worker as the child moves rooms to support their settling in. Observations are relevant and evidence what children have achieved. Useful and clear tracking systems are used to identify what progress each child is making against all of the areas of learning and to quickly identify any gaps in learning. On occasion staff miss opportunities to provide appropriate challenge to support the child's next stage of learning, as the information recorded is general and not specific to the child.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	2
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	3
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