

# Todwick Early Years Ltd

Inspection report for early years provision

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**Unique reference number**

EY292653

**Inspection date**

20/04/2010

**Inspector**

Tara Street

**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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Todwick Early Years Ltd is privately owned and managed and offers out of school and nursery provision. It opened in 2004 and operates from a single storey building in the grounds of Todwick Junior and Infant School in Todwick, Sheffield. There are no issues which may hinder access to the premises. The children have access to a secure enclosed outdoor play area. The children attending the setting come from the local and surrounding areas. A maximum of 52 children aged under eight years may attend the setting at any one time. The setting currently takes children from two years of age and also offers care to children aged eight years to 11 years. The setting is open Monday to Friday from 7.45am to 5.45pm term time only.

There are currently 102 children on roll, of whom, 79 are under eight years and of whom 56 are within the early years age range. There are 39 children on roll that are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities. The setting is registered by Ofsted on the Early Years Register and on both parts of the Childcare Register.

There are six members of staff, including the managers, who work directly with the children. Of these, one holds a foundation degree and is working towards Early Years Professional Status and five hold an appropriate Level 3 qualification in early years. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Staff at the setting have a good knowledge of each child's individual needs and successfully promote their welfare and development. The children are safe and secure and thoroughly enjoy their play and learning. An exciting range of age-appropriate play activities and first hand experiences are planned. Partnerships with parents, and in the wider context, are positive and benefit the children's welfare and developmental progress. Management effectively use the self-evaluation process to identify areas for development to ensure that the provision for children is continually improving.

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

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

- ensure records of staff suitability consistently include the unique reference numbers of Criminal Records Bureau disclosures and the date on which they were obtained
- ensure parental signatures are consistently gained on accident records to show that parents have been informed of any treatment given
- review the storage and presentation of books in the quiet area to ensure

children can easily investigate and explore books independently.

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

Managers and staff are firmly focused on providing good quality childcare and learning. They are committed to professional development and have attended various training events, including, first aid and health and safety, thus helping to maintain the children's safety. The staff have a clear understanding of their responsibility to protect children and know how to implement the local safeguarding procedures. There is a clear recruitment policy in place which ensures all staff who are employed are vetted for their suitability and undergo a sound induction process. However, records of staff suitability do not consistently include the unique reference numbers of Criminal Records Bureau disclosures and the date on which they were obtained. The children are closely supervised at all times and only persons who have been appropriately vetted are allowed unsupervised contact with the children.

The staff undertake ongoing risk assessments on the premises and outings so that any hazards are identified and minimised. Reliable systems are in place for the maintenance of records which support the care and welfare of children. For example, registers are accurately maintained and a clear log is kept of the children's health needs and any medications administered. However, parental signatures are not consistently gained on accident records to show parents have been informed of any treatment given to children. Detailed written policies also underpin practice well and are shared with parents on entry. Management make effective use of self-evaluation to identify the settings strengths and weaknesses. The staff actively seek the views of children and parents to reflect upon their practice and their feedback is used to develop the service provided. Clear and well-targeted plans are in place to promote continuous improvement and deliver improved outcomes for children.

Parents are very involved in their children's learning as staff exchange regular information about their progress and routines. Detailed initial information about children's likes, dislikes and interests are requested before children start attending and is updated on a regular basis with the children's key-workers. This gives staff a basis for planning activities that the children will enjoy. Staff are proactive in building relationships with other professionals involved with the children, providing a complete picture of the child and supporting continuity of care. The setting effectively promotes equality and diversity. The needs of each child are carefully considered by the staff, all children are fully integrated within the provision and any additional needs are well-supported.

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

Staff are warm and welcoming to the children thus providing a stable emotional environment where children feel safe and secure. They have a good understanding

about how children develop and how to deliver the Early Years Foundation Stage in order for children to progress well. A broad range of resources are available, both indoors and outdoors, which are set out so that children can make independent choices in what they do. However, due to the storage and presentation of books in the quiet area opportunities for children to investigate and explore books easily and independently are not maximised. Staff are aware of this and are working to develop this aspect of the provision. Staff routinely observe and assess the children's learning in order to monitor their progress towards their early learning goals. They use the information obtained from observations to skilfully plan for the children's next steps in learning ensuring activities are suitably challenging for children and tailored towards their interests. Overall, a good balance of adult-led and child-initiated activities are delivered through an exciting, fun and spontaneous curriculum. As a result children demonstrate positive attitudes towards learning and are very keen to participate.

The children's communication skills are firmly developed through general discussion and enjoyable activities, such as, sharing favourite books and stories. Good opportunities for mark-making are provided as children create marks with stencils and rulers and write in meaningful situations, such as, writing shopping lists whilst playing shop. The children have daily access to creative activities such as painting, drawing and collage. Staff successfully support the children's creativity by allowing children plenty of time and freedom to express themselves. They are careful not to over direct messy play and value each child's own representations and ideas. Basic mathematical concepts are introduced through practical and meaningful activities, such as, problem solving when building and designing with construction materials, matching beads into shape, colour and size groups and counting numbers of children present. The children learn important messages about equality and diversity through topic work and the celebration of festivals and important events.

Consistent and effective hygiene routines help to prevent the spread of infection. The children develop a positive attitude to healthy eating as they are provided with a varied and nutritious snack menu and have free access to fresh drinking water throughout the session. Daily opportunities are provided for outdoor play and fresh air. They enjoy a wide range of outdoor activities which cover all areas of learning. For example, children plant and tend to bulbs, dig in soil and develop coordination and balance skills as they use equipment. The children are taught about safety issues as part of the daily routine and through play activities. They regularly practise the emergency evacuation procedures so they are fully aware of what to do in the event of an emergency. Staff promote positive behaviour by using effective strategies, the children respond positively to their clear and simple explanations and readily accept being distracted and redirected. The children's confidence and self-esteem are fostered because the staff frequently praise them and are sensitive to their individual personalities. Consequently, children behave well.

## 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	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