

Sherwood Childcare Berry Hill

Inspection report for early years provision

Unique reference number EY407262
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Inspector Karen Ann Byfleet

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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

Sherwood Childcare Options Ltd, Berry Hill was registered in 2010. It operates from several rooms within Berry Hill Primary School, Mansfield, north Nottinghamshire. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is in walking distance to local parks schools and shops.

The setting is registered to care for a maximum of 16 children under eight years of age. There are currently 35 children on roll, of whom four are in the early years age group. Care is provided after school only. The setting is closed all public bank holidays and two weeks over the Christmas period. It opens from 3pm to 6pm term time only.

There are four staff employed at the setting, all of whom hold a relevant childcare qualification appropriate to their post. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare is promoted by the caring staff team and their appropriate practices, policies and procedures. The needs of children are generally routinely met as staff recognise and promote the uniqueness of each child, ensuring each child receives adequate support. Children have fun and are making good progress in their learning and development. Clear partnership working helps to promote an integrated approach to children's care and learning experiences. The planning for improvement, including processes of self-evaluation, is effective to ensure continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure all children receive an enjoyable and challenging learning and development experience.

The effectiveness of leadership and management of the early years provision

Children are cared for in a welcoming setting where activities and resources are set out within the designated play area to enable free choice to children. Records, policies and procedures are all in place and implemented, to ensure children are safeguarded and that their welfare is promoted fully. Appropriate recruitment, vetting and induction procedures are followed to ascertain the suitability of staff working with children. Children are supervised at all times to help prevent

accidental injuries because staff ensure they are deployed well at all times. A good range of age-appropriate activities and resources are available for children to self-select from. The staff's organisation of the environment and resources supports children to become independent learners and develop their confidence and self-esteem.

Overall, children's individuality is respected and promoted as they are valued and treated equally. However, staff do not consistently ensure all children are actively engaged in the activities to ensure they participate in enjoyable and challenging experiences. Staff work well with parents and carers, exchanging and sharing relevant information, to ensure children's needs are met. The setting has established good links with the school to ensure children benefit from a more integrated approach to their care and learning experiences. The setting strives to develop its practice and has implemented a full system of self-evaluation to collate the views of everyone involved with the setting to ensure continuous improvement for the future.

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

Children are very happy and settled at the setting. Play is purposeful as staff give encouragement and ideas about activities. Children concentrate well; they are fully involved in activities and confidently self-select and enjoy activities alone, in small groups or with an adult. Staff are good at getting the children to think critically as they pose challenging questions. Interactions are very good and the children benefit from caring, friendly staff. Children's communication skills are well promoted as staff and children hold detailed conversations about their experiences, families and lives. They are learning good social skills as they follow the setting's rules based on respect, kindness and safety. Children are encouraged and do consider and help each other. For example, the older children help the younger ones cut up fruit at snack time. A strong sense of self is promoted as staff use positive encouragement and praise.

The learning environment supports children's progress towards the early learning goals. Activities and themes are extended and developed from children interests, ideas and events. Children have the opportunity to undertake and enjoy many free expression activities, such as producing their own talent show, small world and role play. Children's welfare and safety are fully supported. They feel safe in the group and with the staff as they confidently approach adults and respond positively to the established hygiene and safety routines. To promote healthy living and physical skills children enjoy access to a secure outside area and staff give out certificates to the children for their participation in physical activities. For example, certificates are given to children, who successfully achieve 1000 skips. Children are learning about their bodies as they undertake a variety of physical activities. Through planned and spontaneous activities, such as snack time, staff talk to the children about healthy eating, self-care and promote good hygiene.

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	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

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