

Wales Childcare Partnership

Inspection report for early years provision

Unique reference number

EY259375

Inspection date

05/07/2010

Inspector

Tara Street

Setting address

Wales Primary School, School Road, Wales, Sheffield,
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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

Wales Childcare Partnership is run by a voluntary management committee which provides playgroup, nursery and out of school care. It opened in 2003 and operates from rooms within Wales Primary School in the borough of Rotherham. There are no issues which may hinder access to the premises. Children have access to a secure enclosed outdoor play area. A maximum of 40 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 8am to 3.15pm term time only.

There are currently 82 children on roll, of whom 71 are under eight years; of these 56 are within the Early Years Foundation Stage, and of these, 33 are in receipt of funding for early education. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are seven members of staff, including the manager, who work directly with the children; of these, six hold an appropriate level 3 qualification in early years and one is currently working towards a level 3. The setting works very closely with school staff, especially the teacher in the foundation stage unit of which the setting shares resources. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides effectively for children in the Early Years Foundation Stage. Staff have a good knowledge of each child to ensure that they are included and they make good progress in their learning and development. Children's welfare is generally promoted through effective systems and procedures. Good quality monitoring and evaluating systems mean that the setting continues to improve and to produce beneficial outcomes for children. Strong relationships have been developed with parents and carers and other agencies who work with children that attend the setting.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- request written permission from all parents for seeking any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare). 12/07/2010

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

- ensure regular evacuation drills are carried out

- plan and implement a wider range of activities which enable children to explore the local community and develop their understanding of the world around them
- ensure planning clearly identifies how activities will promote individual children's progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Leadership and management of the setting is strong and positively impacts on the promotion of welfare and learning and development for the children who attend. Most of the relevant documentation is in place, with clear policies and procedures covering all aspects of the provision. However, written permission is not consistently requested from parents for the seeking of any necessary emergency medical advice or treatment in the future, which is a requirement of the Early Years Foundation Stage. Children are well protected as there are clear safeguarding procedures and staff have a good understanding of their responsibility in protecting children. Risk assessments are clear and detailed, with confirmation of any action taken to minimise risks and hazards to children. However, regular evacuation drills are not carried out and recorded. Efficient structures are in place to ensure staff continue to be suitable for their roles. The setting demonstrates a good understanding of where the areas for improvement are and is committed to changes that will benefit the children who attend. Targets set are honest and realistic and build on the good practice already established. Staff are involved in evaluating and reflecting on practice and are given good opportunities to develop their knowledge and skills through training. Staff are well deployed throughout the whole of the session. They show a good understanding of their roles and responsibilities and undertake tasks without direction. Careful attention is given to establishing the individual needs of each child and working with other agencies and early years professionals, where appropriate, to secure children's inclusion and development. Displays and resources depict diversity in order to ensure children learn to value those that are different from themselves.

Sound relationships are established with parents. The setting offers clear and relevant information on what the children are doing, so that parents can become involved in children's learning if they wish. Good opportunities are provided so that parents and carers are kept informed of children's progress, through parents meetings, individual feedback about observations and access to children's development records.

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

All children are making good progress in their learning and development. Staff are effective in their interaction to support children's learning through discussion, explanation and questioning. As a result, children show care and concern for each other and the environment and form good relationships with staff and other children. Planning systems are clear and detailed to provide a varied range of play

opportunities for children. Good consideration is given to children's interests, as well as their stage of development. There is a good balance of adult-led activities as well as free play. All the areas of learning are covered frequently and meaningfully, linking to routines and activities that interest the children. Detailed ongoing observations and assessments are undertaken and provide a clear insight into the children's progress and achievements. However, weekly planning does not always identify how activities will promote every child's progress towards the early learning goals.

Children use their imagination well, spending long periods of time in the role-play area. They negotiate their role within the play kitchen and pretend to fill jugs with water from the tap before pouring drinks for each child. Others enjoy creating a train from empty crates and confidently tell staff they are going to the seaside. Children's knowledge and understanding of the world around them is promoted through daily play resources and their involvement in a range of activities, which look at different celebrations and cultures from around the world. However, local resources are not fully utilised to further enhance children's understanding of their community and the locality. Children play well together, without adult involvement, which develops their social skills. For example, children eagerly play with sand and water and share the various resources available. Children frequently count during games and activities and have good opportunities to recognise numbers and learn simple calculation through songs and rhymes. Children enjoy stories and listen avidly when they are read by staff, joining in with discussions about the characters. They are well supported to mark make and develop early writing skills.

Children's good health and well-being is effectively promoted. Children thoroughly enjoy outdoor play and the free flow between the indoors and outdoors. They eagerly participate in games, balance on small gym equipment and explore the sensory garden area. During activities, children learn about keeping themselves and others safe, such as learning to use play equipment safely. All of the required information is captured regarding children's health and dietary needs. A healthy snack is available to promote children's understanding of healthy eating.

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

How effectively is the Early Years Foundation Stage led and managed?	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

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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