

Woolpit ARC

Inspection report for early years provision

Unique reference number EY359649
Inspection date 24/06/2010
Inspector Susan rogers

Setting address Woolpit Childcare Centre Ltd, Woolpit CP School Heath
Road, Woolpit Bury, St Edmunds Suffolk, IP30 9RU

Telephone number 0777 278 7842

Email

Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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

Woolpit ARC is run by the committee of Woolpit Childcare Centre Limited. It opened in 2007 and operates from newly built premises in the grounds of Woolpit Primary School which is based in a rural village. A maximum of 26 children may attend the setting at any one time. The pre-school is open from 9:00am to 6:00pm. The setting provides, pre-school care, a breakfast club, out of school care and a holiday playscheme. Pre-school sessions are every morning from 9:00am to 11:30am and children can also stay for the lunch club which is from 11:30am until 12:45pm. The afternoon sessions are from 12:45pm to 3:15pm every afternoon with the exception of Thursday. The breakfast club runs from 7:45am until 8:45am and the out of school club runs from 3:15pm until 6:00pm. The pre-school, breakfast club and out of school club run during term times only. The holiday play scheme operates from 8:00am until 6:00pm during the school holidays. All children share access to a secure, enclosed outdoor play area.

There are currently 80 children from two to 13 years on roll. Children aged two to four years attend the pre-school sessions and children aged two to 13 years attend the after school sessions and holiday playscheme. All childcare services provided by the setting are open to children from the surrounding areas.

The setting employs eight staff, three members have a Level 3 childcare qualification, four staff have Level 2, of which three are awaiting confirmation of attaining Level 3, and one member of staff is working towards a Level 2. The two managers are currently working towards a foundation degree. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All aspects of children's welfare and learning is promoted successfully as staff have a good knowledge of each child's needs and ensure that the planning mostly reflects the individual needs of each child. This inclusive setting works in close partnership with the school, parents and other agencies providing continuity, protecting children's transitional needs and ensuring that their developmental needs are successfully met. Although, the self evaluation process is in the process of development, the management team strive to provide a good level of continuous improvement through consulting with the children, parents and partner agencies.

What steps need to be taken to improve provision further?

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

- develop a measurement of the effectiveness of the setting
- ensure that all children's assessments identify their next steps so that

relevant and motivating learning experiences can be planned for each child.

The effectiveness of leadership and management of the early years provision

Children are well protected as staff have a good understanding of Local Safeguarding Children Board procedures and have attend safeguarding training to reinforce their knowledge. Those that have completed training have passed Level 1, and there are plans for a named person to complete a Level 2 course. Parents are aware of the setting's responsibilities and staff are able to recognise causes of concern and refer to the appropriate agencies. The robust documentation contributes towards the effective organisation of the setting and good procedures are in place to guide practice. Robust recruitment processes and a sound induction for staff ensure staff are suitable and are well supported in their role.

Regular meetings between the committee members and staff drive forward improvements to the setting and identify staff training needs. Self evaluation methods are good and staff now should develop a purposeful measurement of the effectiveness of the setting.

Risk assessments are regularly completed and documented with a visual check of the premises taking place on a daily basis minimising risks to children. Regular explanations and access to more adventurous activities in the playground and a local wooded area help children identify their own abilities. This encourages children to develop more adventurous play activities, enhancing their development and contributing towards their feelings of safety. The well practised collection procedures, the vigilance of staff and effective security arrangements ensure children's safety.

Partnerships with parents and carers are good. Parents receive good quality information about the provision and information about the Early Years Foundation Stage (EYFS) is displayed in the setting. Photographic examples of children taking part in a range of activities demonstrate to parents how activities link to each area of learning. This encourages parents to continue with their child's education in the home setting. Staff regularly discuss with parents aspects of their child's progress and planning documents are displayed. Parents speak positively about the provision. They feel that they can confidently discuss any concerns with the staff and management group. Children who speak English as an additional language have good support as staff liaise with parents and specialist agencies to support their learning and development. Children who have special educational needs and/or disabilities are well supported through sensitive interaction and individualised assessments.

The well established staff team have developed close relationships with the children, enabling them to meet their individual needs and ensuring the setting is a happy and welcoming place. The premises are effectively organised to provide varied play areas that allow children to explore and discover. For example, there is a covered gazebo and sectioned off indoor areas where children can make dens and invent imagined scenarios, which assist them with their language development

and creative ideas. Parents are encouraged to share information regarding children's learning and development when reviewing their 'learning journey' records. Both parents and children are encouraged to offer their suggestions, views and ideas for improvement. Close links with the schools that children attend are flourishing as staff make time to share important information and support children as they make the transition from one setting to another. Visits to the school for pre-school children and visits to the setting from early years teaching staff help support children, ensuring that all participants responsible for children's care and education are valued, respected and included.

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

Children make strong progress in all areas of development and learning and are supported by staff who have a secure knowledge of the Early Years Statutory Framework. Children are valued and respected by staff who demonstrate commitment towards providing a welcoming, secure and innovative environment with a strong emphasis on child initiated activities. The observations and assessments of children's progress is evaluative, plots children's development against each area of learning with photographic evidence illustrating children's individual achievements. However, the documented 'learning journey' for some children does not fully identify their next steps which can impede their full learning potential and limits planning for their further support. Individual key groups for children enables identified staff to have detailed knowledge of each child in their key group enabling them to articulate individual capabilities in the various aspects of their development.

Children feel secure and safe in the setting, seeking out familiar and friendly adults for comfort and reassurance. Staff spend their time alongside children, helping them to discover the world around them as they become settled and then investigate and explore. All children have their care routines closely followed, with these being regularly reviewed with parents so that developmental milestones are monitored and routines and activities are appropriately adapted. Children explore sensory activities using 'gloopy' materials, such as, dough and shaving foam, to make marks and experiment with emergent writing. They explore the effects of paint through sunlight as they paint on a large polythene sheet. They make marks on paper as they use the imaginary airport and designated mark making area. They discover aspects of the wider world as they explore the local wooded area collecting insects, twigs and photographing aspects of the environment that they find interesting. They build three dimensional objects from junk materials and building blocks, improvising with materials and using their imagination to provide creative solutions. For example, they build a large scale car using hoops to represent wheels and wood for the bumper. Dressing up and role play activities encourage children to create imagined scenarios which help them with their communication skills as they explain to each other what they are doing. Older children freely access an interesting range of resources in order to enjoy their self chosen play. Their communication skills are effectively promoted as children chatter and engage in conversation with their friends and adults. Their learning opportunities are enhanced as they form friendships with one another realising

that play is more interesting if you include others. Children use mathematical language as they learn how to problem solve, using sequencing techniques as a necklace is made and use numbers to compare and calculate. Meaningful discussions between staff and children encourage children's investigation skills.

Children's health and wellbeing are promoted as they enjoy healthy snacks and access drinks when they are thirsty throughout the sessions. All staff have a first aid qualification and are confident in providing first aid and summoning emergency support. Discussions take place during snack times about the benefits of healthy eating and how fruit is good for you. Children return for seconds after snack time has finished if they wish. Snack times are enjoyed as children's independence is encouraged. Younger children pour their own drinks from small jugs and help to prepare the table. The risks of the spread of infection are minimised as staff follow well practised routines and remind children about their personal 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

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

The quality of the provision in the Early Years Foundation Stage	2
------------------------------------------------------------------	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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