



Gayton Goslings Daycare Centre

Inspection report for early years provision

Unique Reference Number EY314236
Inspection date 01 March 2006
Inspector Melanie Calway

Setting Address Lynn Road, Gayton, Kings Lynn, Norfolk, PE32 1PA

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Registered person Gayton Pre-School Playgroup

Type of inspection Integrated

Type of care Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Gayton Goslings Daycare Centre opened in 2005. It operates from a purpose built mobile building in the grounds of Gayton VC First School in the village of Gayton near King's Lynn. A maximum of 24 children may attend the daycare centre at any one time. The setting is open each weekday from 8.00 to 18.00 and offers a breakfast club, morning pre-school, lunch club, afternoon pre-school and after school club. There is a fully enclosed secure area for outside play and the Centre is also

able to share the use of the school field.

There are currently 45 children aged from 2 to under 8 years on roll. Of these 19 receive funding for nursery education. Children come from Gayton and the surrounding villages.

The centre employs six members of staff. Two of the staff, including the manager, hold appropriate early years qualifications and a third is due to complete her qualification shortly. The manager is working to achieve a degree in Early Years. The other three members of staff are due to start working towards an appropriate qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted well because the group takes positive steps to keep children healthy. Rigorous hygiene procedures are in place. These are displayed in the kitchen to ensure all staff are aware of their responsibilities. The premises are clean and well maintained. Staff and children change into slippers in the lobby area to keep the play area clean. Tables and surfaces are cleaned with anti-bacterial spray. Children are encouraged to wash hands before eating and after using the toilet. They are learning about the importance of good hygiene as explanations are given to them, for example, "You need to wash your hands to get the germs off". Children are able to wash hands independently and individual paper towels are provided to reduce the risk of cross infection.

Children's medical needs are met well. All staff hold a current First Aid qualification so they can deal with minor accidents and injuries appropriately. Specialist training is undertaken to enable staff to deal with specific medical conditions when necessary. There is a policy to exclude infectious children from the setting to prevent the spread of illness. An accurate medication record is kept and parents permission is sought before medicine is administered but the record is not maintained to observe confidentiality.

Children have good opportunities to develop their physical skills. They can run outside on the school field. Inside they move to music or play parachute games. They play outside every day if possible. Staff talk to children about the effects of exercise on their bodies so they are learning how to keep themselves healthy. There are plenty of opportunities for children to develop their manipulative skills with puzzles, construction toys and tools such as scissors, paint brushes or glue sticks. Children are able to rest and sleep if necessary on cushions in the quiet area.

Children are well nourished. They are provided with healthy and nutritious snacks. Cereal, toast and fruit juice are offered at the breakfast club. They can bring packed lunches or are offered a choice of home cooked lunches. All staff have a food

hygiene certificate and items from packed lunches are checked and stored in the fridge if necessary. Hot food is tested to ensure it is of the required temperature. Vegetarian options are available but are not always fully publicised to parents. Children can access fresh drinking water at all times. They are beginning to learn about a healthy diet as staff talk to them about foods which are good for them. However, the contents of packed lunches do not always support the group's drive to encourage healthy eating.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are well cared for in premises which are safe, secure and suitable for the purpose. The environment is made welcoming to children and parents by colourful displays and examples of children's work. The premises are secure and there are good systems in place to ensure that unvetted persons are not able to enter the premises or be left alone with children. Children can access a wide range of safe and appropriate equipment independently.

Children's safety is promoted well because of positive steps taken to reduce the risk of accidents. A long term risk assessment is in place and daily checks are carried out. A list of these is displayed in the lobby area with the name of the person responsible that day. Health and safety procedures are thorough and all staff are aware of them. Children are protected from the risk of fire as fire equipment is in place. An evacuation procedure is displayed and is practised regularly so that children know what to do in the event of a fire. Children are kept safe on outings. Two members of staff undertake an initial visit and risk assessment to ensure children's safety. Children are beginning to learn how to keep themselves safe as staff give explanations about safety, for example, "You can't go in the kitchen because there are hot drinks and kettles in there".

Children's welfare is safe guarded as staff have a sound knowledge of child protection procedures and have all attended training on child protection.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled in the relaxed atmosphere. In the breakfast club children are greeted individually by staff who welcome them into the setting. All children settle quickly to activities of their own choosing. They are able to select toys independently as these are well organised in labelled boxes which are easy for children to access. Children are well occupied and motivated by the activities on offer. Adults are well deployed and sit with the children, at their level, and join in with their play. Children are confident in approaching adults for support. There are good opportunities for children to develop their independence skills, for example: they can choose when to have their snack and their play is not interrupted as the group runs a snack bar system; they can pour their own drinks; they can wash hands independently and get their own tissues and dispose of them; they are encouraged to

put their own boots and coats on to go outside. Lunch time is a pleasant social occasion. Staff sit with children and chat to them. However, lunch is not presented in a way to make it attractive to children as the table is cluttered with lunch boxes and the arrangements do not fully encourage children's independence.

Children under three join in enthusiastically with all activities, which are planned to take into account children's different developmental levels. A two year paints at the painting easel unaided. Older children enjoy being given responsibility, for example, helping with snack time and helping younger children, which boosts their own self-esteem. Staff are using the 'Birth to three matters' framework to form a simple assessment system for children under three and are awaiting training on the framework so that they can extend and develop their understanding of caring for under threes.

Nursery Education

The quality of teaching and learning is good. Staff demonstrate a secure knowledge of the Foundation Stage. Activities are well planned to cover all six areas of learning. Short term plans include a clear learning intention and the language to be used so that staff are clear about their responsibilities.

Children are confident communicators. They talk to each other and to staff about their experiences. Staff listen and respond sensitively to children's contributions. Children listen to stories attentively and join in enthusiastically during group activities. They are learning how to use books correctly and call out to the supervisor when she holds the book upside down. There are plenty of opportunities for children to recognise that print carries meaning as equipment and displays are labelled and children recognise their names as they self register and find their names at the snack bar. A well stocked writing area provides children with opportunities to write and mark make.

Children count and recognise numbers as they count the children at circle time or join in with practical number games and songs. They are beginning to use the language of shape and are able to sort objects. They can explore and investigate with sand and play dough. They look at different kinds of beans and explore their texture as part of the topic on "Jack and the Beanstalk". They operate the computer independently and can use simple programmes. Children are well behaved and motivated to learn. They concentrate well during story and circle time and when they select activities themselves. They express themselves using different media and enjoy role play with small world play and in the attractive role play area which is set up as a rocket ship.

The activities are well planned to provide a balance of adult lead and child initiated activities. Circle times are well used to develop and extend children's learning. Some opportunities are missed to offer challenges to children at all activities and there are times when staff use closed questions, such as "what shape is it?" or "what colour is it?" which do not develop children's thinking or language skills. Key workers make regular observations of children's achievements and next steps are identified to help children progress. These are then taken into account when staff plan activities.

Helping children make a positive contribution

The provision is good.

Children's individual needs are well met. Adults know the children well and talk to them about their home experiences. Parents fill in a questionnaire when children start about their likes and dislikes so that staff gain knowledge of the children they are caring for. Children are learning about the wider world as the group celebrates festivals from around the world. Resources reflect other cultures and life-styles and displays reflect diversity. All children are given appropriate support. The supervisor works closely with parents of children with special needs and other agencies to ensure that children's needs are met and that they make good progress.

Children behave well and are encouraged to be involved in the setting. Children are polite and say "please" and "thank you" without prompting as staff provide good role models and talk to children with respect. Good behaviour is encouraged by displays around the room which value children's achievements such as being kind or sitting nicely at lunch time. Children are encouraged to turn take and share. They form positive relationships with adults and with each other. Children's spiritual, moral social and cultural development is fostered appropriately.

The partnership with parents is good. Parents are involved in running the group and are encouraged to take part in different ways, such as sharing any special hobbies or interests with the children. A large notice board in the lobby keeps parents informed as well as a regular newsletter. In turn the group ensures it has all the required information to care for children well. Parent's views are sought and their suggestions are valued.

Parents are given information on the Early learning goals in the brochure. A board outside keeps parents up to date with the activities on offer. Parents have the opportunity to discuss their child's progress with their key worker at parent's evening and are encouraged to contribute to their child's records.

Organisation

The organisation is good.

Children are cared for by qualified and experienced staff, who are encouraged to undertake regular training to keep their knowledge and skills updated. All staff are suitable to work with children and have had the necessary checks. There are rigorous recruitment procedures in place to ensure that new staff are suitable. New staff are given induction training and are not left unsupervised until checks have been carried out.

The space is well organised to provide children with meaningful play experiences and staff are deployed to ensure children's safety and enjoyment.

All the necessary documentation is in place and paperwork, policies and procedures are generally well maintained and up to date. A complaints record is currently being developed. Overall the needs of the children attending are met.

The leadership and management of the setting is good. The group is run by a committee of parents, who support the manager and the staff team. The group has a commitment to improve and develop their practice. They are currently embarked on the Norfolk Quality Kite Mark, a quality assurance scheme, which enables them to monitor and evaluate their provision. The manager is undertaking an Early Years degree and other members of staff are undergoing training. Staff meet regularly and are supported by a six monthly appraisal system.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve the medication record so that confidentiality is maintained and a record is kept of parental permission
- develop the arrangements for lunch time to make it attractive to children and to further encourage their involvement and independence.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure children are offered challenges at all activities by the use of open ended questioning and by picking up on learning opportunities as they arise.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk