



Kinsley & Fitzwilliam Comm Resource Centre Creche

Inspection report for early years provision

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Inspector Andrea Rockett

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Registered person Kinsley & Fitzwilliam Comm Resource Centre Creche
Type of inspection Childcare
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

On the basis of the evidence collected on this inspection:

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

WHAT SORT OF SETTING IS IT?

Kinsley and Fitzwilliam Community Resource Centre Crèche has been operating since 2000. It is situated in Fitzwilliam and is close to Kinsley and Hemsworth. Care is provided from two main care rooms with an enclosed outdoor play area. It offers full day care for children and serves members of the local community and parents and carers who attend the resource centre. The crèche supports children with special educational needs and children with English as an additional language. Registration is for 11 children under 8 years of age and there are currently 41 children on roll. There are 4 members of staff employed at the setting all of whom hold appropriate childcare qualifications. The crèche is open between 08.30 to 17.30 daily, excluding

bank holidays and 2 weeks at Christmas.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a warm, clean and well maintained environment. Staff understand the importance of having good systems in place for health and hygiene procedures to protect children from infection so that they stay healthy. For example, they wipe tables regularly throughout the day and wear aprons and gloves when changing nappies. Children learn good hygiene practises within everyday routines, they independently access the toilet and hand washing facilities and use the liquid soap and paper hand towels successfully. Individual cloths are used to wipe children after meals and snacks, which maintains levels of cleanliness. Staff hold current first aid certificates and there are details for the exclusion of sick children to prevent cross contamination.

Varied menus are in place, which ensure children are nourished and receive healthy cooked food. Meal times are social occasions and children are encouraged to become independent in feeding themselves, for example, they use cutlery and manage to place food in their mouths successfully. Fresh fruit is offered regularly, which encourages children to have an awareness of nutritious food. For example, they enjoy kiwi, melon and mangoes. Fresh drinking water is available to children throughout the day as they each have a bottle of water, which has a picture name tag that enables them to identify their own bottle.

Physical development is promoted as children access a selection of activities. They are active and learn hand-eye coordination as they throw soft balls to try to knock down the skittles. Their balancing skills are developed, for example, by walking with a bean bag on their head and balancing on the scooter. They move with control and co-ordination as they negotiate obstacles around the room when pushing toy hoovers and dolls in pushchairs. Toddlers have opportunities to exercise as they have freedom to practise their crawling skills whilst on the floor.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children have access to sufficient, safe space to allow them to enjoy varied activities. They use a range of toys and resources, which are easily accessible and promotes their independence and choice successfully. For example, toys are placed on the floor and in child height containers which support children in their selections. Furniture is of a suitable design and conforms to safety standards and helps to create an accessible and stimulating environment. The care rooms are bright with colourful displays of the children's art work, which develops their self-esteem.

The setting has security precautions in place, for example, the doors are locked with

a door release safety system for entry and all visitors sign the log book. Children's risk of accidental injury is minimised as staff conduct risk assessments to reduce potential hazards, for example, they check the equipment daily. Written risk assessments are in place for indoors and outdoors and are checked regularly. A procedure is in place for when children are collected by other adults, for example, descriptions are asked for and passwords are used, which helps to maintain the safety of children.

Child protection procedures are in place, however, staff have limited knowledge of these and their role within them. Staff develop children's awareness of cause and effect with clear explanations, for example, "we don't run in the crèche or we might fall and bump our heads". Children learn about fire safety as the evacuation procedure is practised regularly with them, which helps them to learn to keep themselves safe. Outdoor areas are enclosed and children are supervised at all times to ensure their safety. Staff maintain regular, informal communication with parents, which develops partnerships between all those involved in keeping children safe.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children settle happily and develop confidence in the setting. They explore the environment and are supported by a high ratio of staff who know them well. Children realise tools can be used for a purpose, for example, when using the rolling pin to roll out the green play dough. Their curiosity is stimulated and they are motivated to learn as they independently select activities, however, some activities do not always meet the needs of all the children attending. Children enjoy playing in the Noah's ark and giggle with delight as staff tickle them through the windows. They seek out others to share experiences, for example, "do you want to come in with me?". Staff listen and value what children say, they talk with them about what they are doing and help them to learn what is right and wrong.

Books are easily accessible and enable children to be aware print carries meaning as they hold the books the correct way up and turn the pages. They enjoy painting sponge shapes with brushes as they use them to make prints. Children benefit from appropriate interaction and use of questioning techniques to encourage them to talk and think about what they are doing. They communicate confidently and use language to explain real experiences, for example, "I've got two Grandads and one Nana". Toddlers develop their hand-eye coordination as they build towers with blocks, placing one on top of the other carefully. Staff roll balls to them as they sit on the floor encouraging them to reach out and extend their gross motor skills.

Children and toddlers enjoy cuddles and physical closeness, enabling them to feel secure and play contentedly. They learn that by pressing the top of the spinning top it produces a musical noise and they repeat this action for effect. Children enjoy singing songs and respond to action rhymes by moving their bodies appropriately, for example, when singing, 'If you are happy and you know it' and 'The wheels on the bus'. Staff extend children's knowledge and understanding of the world as they ask, "what are scarecrows for" and "what do chickens say?". Children are happy

being cared for in an environment which caters for their needs appropriately.

Helping children make a positive contribution

The provision is satisfactory.

Children develop a sense of belonging to the setting and become familiar with routines and expectations. Behaviour is satisfactory and children are aware of the settings boundaries, for example, they know where to hang their coats when they arrive. They learn to take responsibility for their own behaviour and think about the needs of others as they share and take turns, for example, when playing with the play-dough. Staff sensitively help them to resolve difficulties and praise is abundant, which promotes their self-esteem and confidence. Children respond with enthusiasm to requests for tidy up time.

Varied planned activities enable children to learn about themselves, each other and the world about them. For example, they have opportunities to sample foreign foods of India and China and make crafts to promote the Chinese New Year. There is a written equal opportunities policy in place which is shared with parents. Children are treated equally and have equal access to the range of activities and toys available.

The setting values and respects parents and a good partnership is established with them so that individual needs are understood. Transition at the beginning of the day shows a trusting three-way relationship has developed as children separate with ease from their parents. They are confident in their surroundings and enjoy their time at the setting. Parents have information about the setting and their children's progress through, for example, a handbook, newsletters and displays. All children have their daily activities logged on record sheets, which are shared with parents to ensure their individual needs are effectively met.

Organisation

The organisation is satisfactory.

The manager has a clear vision of the future for the setting and is a good role model, which helps to build a committed team. However, there is no named deputy. Staff work together as a cohesive team as they promote children's welfare, enabling them to participate actively and make progress within a structured and safe environment. Children are supported by a high ratio of staff and the environment is bright and organised in a way that allows children to access areas of play effectively. Organisation of the planning, and the monitoring of children's progress and achievements is satisfactory and is shared between the staff.

Team meetings are held regularly and staff are appropriately vetted and have suitable skills to work with children. Written policies and procedures are in place, however, these are not fully developed. Documentation supports the care of the children and most recordings are in place. They are stored appropriately and maintain confidentiality and security. Overall the setting meets the needs of the children who attend.

Improvements since the last inspection

At the last inspection two recommendations were raised in relation to special educational needs and child development records. The manager of the setting has attended training for special needs and has cascaded this information to the staff to develop their knowledge and understanding further. Child development records are now in place for all the children which show observations of how they are progressing. These help to ensure the care and welfare of all the children attending.

Complaints since the last inspection

There are no complaints to report.

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

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

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

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):

- increase staff's knowledge of child protection procedures and their role within this area
- develop daily activities to ensure the needs of all children are met appropriately
- ensure there is a named deputy and the daily register shows hours of attendance for the children attending
- develop and expand policies and procedures to ensure the welfare of children.

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