



## **Devizes & District Opportunity Centre**

Inspection report for early years provision

<b>Unique Reference Number</b>	145904
<b>Inspection date</b>	16 May 2006
<b>Inspector</b>	Sue Stuart
<b>Setting Address</b>	Opportunity Centre, Bellevue Road, Devizes, Wiltshire, SN10 2AJ
<b>Telephone number</b>	01380 726077
<b>E-mail</b>	june@opp.centre.fsnet.co.uk
<b>Registered person</b>	Devizes And District Opportunity Centre
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional 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](http://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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

Devizes & District Opportunity Centre was registered in 1978. It operates from a purpose built building in Devizes, Wiltshire. Children have access to a fully enclosed outside play area. Families are referred to the centre from local towns and nearby villages.

The setting is registered for 22 children from birth to under eight years old. Currently there are 26 children on roll, including 10 children in receipt of Government funded

Nursery Education. The group supports children with special educational needs, and who speak English as an additional language. The centre uses a number of teaching methods that are specifically for children with special needs, such as Makaton and the Derbyshire Language scheme.

The setting is open four days a week during term time. Sessions on Monday and Thursday are from 09:15 to 11:15 and 11:30 to 14:00, on Tuesday from 9:30 to 12:00, and on Wednesday from 9:30 to 12:00 and 11:30 to 14:00. Children attend for a variety of sessions.

There are seven members of staff or regular volunteers, who work with the children, most have early years child care qualifications and others are currently working towards qualifications. The setting receives teacher support from the local Early Years Development and Childcare Partnership (EYCDP). The setting are members of the Pre-school Learning Alliance.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children follow good health and hygiene practices and learn the importance of routines, such as hand washing before snack. Their health and hygiene is supported by effective procedures to prevent cross infection.

Children learn about healthy eating for instance, as they make choices from the snack selection of fresh fruit and healthy items and juice. They demonstrate their enjoyment at this shared social occasion. Parents are encouraged to provide healthy lunch boxes for children who stay for the lunch session. Drinking water is available throughout the day for thirsty children. Their special dietary requirements are clearly recorded, understood, and implemented by staff who work closely with parents to ensure their child's individual needs are met.

Children are suitably looked after if ill and protected through staff's good knowledge of first aid, medication routines, and procedures to follow if a child has an accident. If a child needs to rest they can use the comfortable quiet book corner. These procedures ensure the health and safety of children.

Children are developing a healthy life style as they take part in a range of physical activities both indoors and outside. They benefit from regular walks to the local library, and daily outside play to develop co-ordination and confidence. For instance, they use a slide to reach the bottom of a bank, and run back to the top along a winding path. They play with balls and hoops to help them learn new physical skills. They have opportunities to negotiate space while peddling bikes and other wheeled toys. They have good opportunities to learn a range of new skills, such as pouring and scooping sand to fill a selection of containers.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a welcoming, bright environment. The rooms are well maintained with colourful examples of the children's own work displayed to make the rooms inviting to children and their families. Children's safety is a priority and the setting has taken careful precautions to ensure all hazards are minimized, such as carrying out regular risk assessments.

Children are able to move safely around the rooms and outside, and use the well organised space properly for their chosen activities. Children benefit from regular use of the sensory room and small ball pool room. The wide range of resources are of high quality and in good condition, and suitable to meet children's learning needs. Equipment is adapted to ensure children can participate in all activities. Resources and equipment are stored effectively to allow children to access them freely and safely, for example choosing to paint a picture and then move on to the water bath activity.

Children are well protected through the staff's secure knowledge of safety and child protection issues. Staff are aware of their role in child protection and are aware of the local procedures of how to protect children if they were concerned about their welfare.

### **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Children are helped to settle into the group very skilfully by the staff and they are soon eager to play. Most children are familiar with the routine, some are given pictorial help to follow the routine, they are relaxed and comfortable in the group. They develop high levels of confidence and self-esteem as they participate in the inviting activities on offer. They develop good social skills and have a positive relationship with each other and the staff, for example children share their experiences with staff as they fill and empty containers with water. They use the Birth to three framework in conjunction with development charts to plan a range of appropriate activities for the youngest children to ensure their learning needs are met.

All children benefit from the individual care and attention in the setting where they are listened to and valued. Their efforts are encouraged and praised, this increases their confidence to develop new skills, for instance blowing through a straw to make bubbles.

### **Nursery Education**

The quality of teaching and learning is outstanding. Children gain from the staff's knowledge and understanding of the Foundation Stage curriculum, and how children learn. This enables staff to plan suitable learning programmes that cover all areas of learning. These plans are linked to each child's individual learning programme, to ensure challenges are appropriate, for example the current topic on colours is reflected in activities, such as yellow sponge painting.

The rooms are organised into learning areas so that children can move freely from area to area. They benefit from the freedom to choose their activities, with appropriate support from staff, both inside and outside. Children's progress is measured through meticulous observations and a robust assessment system. Staff use these detailed observations to identify the next steps for children's learning, to ensure their progress through the stepping stones is appropriately addressed and recorded.

Children develop a positive attitude to their learning, are well motivated and are beginning to work independently. They choose from a wide range of interesting, fun practical activities, for instance they learn about size as they build a brick tower. Children's learning is developed through staff's effective questioning and interest in the children.

Children's behaviour is good. Children respond well to praise and encouragement as they achieve a task. They relate well to each other, and are learning to work harmoniously with others, for example taking turns and sharing Brio train pieces as they join them together to make a track.

Children demonstrate their interest in numbers as they sing number action rhymes, such as 'Goldilocks and the house of the bears'. Children learn about shapes and size, such as matching colour discs to a balloon picture board.

Children are given excellent opportunities to develop their communication and language skills, for example selecting and identifying a toy farm animal and making the sound to match. They have access to a wide range of books both for enjoyment and information. They have opportunities to use information technology to support their learning. Children benefit from the chance to use a variety of writing materials to make marks and draw pictures. They learn to identify their names as they self register on arrival in the morning.

Children learn about their environment in many ways, for example as they walk to the library or visit a local farm. They explore a variety of natural materials to learn about their senses and texture, such as feeling sand. They join in action songs, have excellent chances to play instruments to learn about movement, sound and rhythm.

### **Helping children make a positive contribution**

The provision is outstanding.

All children are valued and welcomed into the setting. Children benefit from their individual needs being met through various support systems and specialist teaching methods, such as Makaton and the Derbyshire language scheme. Staff know the children and their families very well. They understand each child's individual needs and work closely with parents to ensure they meet them.

Children's spiritual, moral, social and cultural development is fostered. They are beginning to communicate their ideas and emotions and show concern for others, for example children demonstrate both frustration and delight as they wave scarves and dance to taped music. They demonstrate good self care skills, for instance washing

their hands, and learning to put on their shoes independently.

Children behave well. They know what is expected of them and are aware of the rules and routines of the setting. They benefit from good role models provided by the staff, who promote a positive calm atmosphere, as they follow consistent behaviour management strategies.

Their understanding of other cultures is developed through resources and activities designed to broaden their knowledge of the wider world. They celebrate a variety of festivals. They have opportunities to learn about the local community, for example visiting the local police station and fire brigade.

The partnership with parents and carers is outstanding. Children benefit from the open warm welcome that families receive. Parents are given good information about the setting and the Foundation Stage curriculum activities. Parents are kept well informed about their child's progress and achievements through daily exchanges of information.

Parents are encouraged to be involved in their child's learning. The setting provides an area for parents to meet and exchange news. Newsletters and a notice board keep parents up to date with current topic work. Children benefit from this proactive partnership as families feel well supported and children's needs are met in accordance to their parent's wishes.

## **Organisation**

The organisation is satisfactory.

The setting meets the needs of the range of children for whom they provide. All staff are suitable to work with children, are experienced and well qualified. Staff work well as a team, they regularly discuss planning and the children's progress on a daily basis. The high staff to child ratios and effective staff deployment ensures all children receive plenty of time and attention from staff.

The clear operational plan ensures that the sessions run smoothly and children benefit from the stable routine. All required policies and procedures to promote the welfare and care of children are in place and implemented well. However, the conditions of registration are not always strictly adhered to. Children's care is enhanced by good organisation.

The leadership and management is outstanding. The success of the setting is the strong relationship between senior management, the committee and supporting outside agencies. They are able to correctly identify their strengths and areas for development, through their comprehensive yearly work plan, and act on their findings. A rigorous monitoring and curriculum evaluation system for the educational programme is in place.

Staff are dedicated and keen to provide effective learning programmes. Annual staff appraisals means they are able to identify their training needs and develop their own practice, which in turn, has a positive impact for the children's learning.

### **Improvements since the last inspection**

At the last care inspection the setting agreed to ensure parents countersign the medication book, the registration arrangements to include the times of arrival and departure, and provide an operational procedure for lost children. All procedures are in place and implemented correctly. Overall these improvements have a positive impact on children's welfare and safety.

At the last nursery education inspection the setting agreed to provide opportunities for children to develop their emergent writing through spontaneous play. Children are able to access writing materials in the role play area. Overall this has had a positive impact on developing their ideas and imagination.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

## **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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

## **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):

- ensure the conditions of registration are adhered to at all times.

### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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](http://www.ofsted.gov.uk)