



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 509562

DfES Number: 538603

### INSPECTION DETAILS

Inspection Date 25/06/2004  
Inspector Name Alison Jane Kaplonek

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Carroll, Poppins and Jemima's Child Care  
Setting Address Carroll Youth Centre1  
Stanmore  
Winchester  
Hampshire  
SO22 4EJ

### REGISTERED PROVIDER DETAILS

Name The Committee of Carroll Poppins & Jemima's Childcare  
1007973

### ORGANISATION DETAILS

Name Carroll Poppins & Jemima's Childcare  
Address Carroll Youth Centre, Somers Close,  
Stanmore  
Winchester  
Hampshire  
SO22 4EJ

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Carroll, Poppins & Jemima's Childcare has been open since 1996 and offers flexible childcare for the community, including crèche, pre-school, after school facilities and a holiday play scheme. It is based in the Carroll Youth Centre in Stanmore, Winchester .

There are currently 84 children on roll. This includes 14 funded 3 year olds and 11 funded 4 year olds who attend for a variety of sessions.

All facilities are able to support children with special needs and those for whom English is an additional language.

Sessions at the crèche run from 09:00 until 11:30, Monday to Friday, during term time only.

Sessions at the pre-school run from 09:00 until 11:30 and 12:30 until 15:00 , Monday to Friday during term time only.

Sessions at the after school club run from 15:00 until 18:00 Monday to Friday during term time only.

The play scheme operates during the school holidays and is open from 08:30 until 18:00 Monday to Friday.

Most staff have the relevant qualifications or are working towards them. The pre-school receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Carroll Poppins and Jemima's Childcare provides satisfactory care for children.

The centre offers a warm and welcoming environment for both children and parents.

Staff work together to provide a variety of facilities for the care and education of children. They ensure that the premises are secure and make good use of the space available. All necessary equipment for the care of children is in place and is kept clean and in good condition. Staff keep the required records for children and share these with the parents, ensuring that children's care and learning is of a satisfactory standard. Some documentation for each facility lacks detail.

The centre has procedures in place for the safe evacuation of children in the event of an emergency and practices regular fire drills with all staff and children. Management maintains a record of all accidents to children and staff in each facility and have a good awareness of safety issues. Children are provided with healthy snacks and meals and staff are active in promoting good hygiene practices. Some staff however, are not adequately trained in the care of babies, first aid and child protection. Ratios of adult to children are not always maintained in the crèche.

Staff provide a variety of play activities in all facilities and make good use of the available space for outside play. The crèche and after school club are well resourced. Staff include and value all children and welcome those with special needs and those for whom English is an additional language. They praise and reward good behaviour.

Staff in the kindergarten encourage parents to be involved in their children's learning and all facilities have regard to confidentiality. Parents are welcomed in to the centre and find staff approachable. The after school club does not provide information to parents about how to contact Ofsted in the case of a complaint.

#### **What has improved since the last inspection?**

Not applicable.

#### **What is being done well?**

- The crèche and after school club provide a good range of resources for children's play and learning and plan a variety of play activities.
- The centre offers a warm and welcoming environment for children. The space is used appropriately and creatively ensuring that children are grouped according to their age and stage of development. Staff make the best use that they can of the outside area by fencing a small section off for children to use safely.
- Staff in all facilities have a good awareness of safety issues, ensuring that children are well looked after. The centre has comprehensive health and safety policies and fire drills are practiced regularly with all staff and children.
- Healthy and nutritious snacks and meals are provided for the children, the after school children being provided with a cooked tea. The registration forms used identify children who may have allergies or particular dietary needs.
- Staff include and value all children, encouraging them to take part in all

activities. Children have access to a range of resources which promote equality of opportunity. Children with special needs or English as an additional language are all welcomed to the centre.

#### **What needs to be improved?**

- the procedures to ensure that staff in all facilities have the appropriate training required to ensure that children are supported and well cared for, including first aid, child protection and the care of babies;
- the system to ensure that ratios of adults to children are maintained at all times in the crèche;
- the recording of significant issues to show the next steps if there is a referral, and the sharing of these with parents;
- the availability of a written statement in the after school club, informing parents of how to contact Ofsted if they have a complaint.

#### **Outcome of the inspection**

Satisfactory

#### **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

#### **WHAT NEEDS TO BE DONE NEXT?**

#### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
2	Develop and implement an action plan that sets out how supervisors will achieve a level 3 qualification. Ensure that adult to child ratios are maintained in the crèche at all times.
7	Develop and implement an action plan detailing how at least one member of staff with a current first aid certificate will be on the premises or on outings at any one time.
11	Keep a sufficiently detailed record of significant issues, including the next steps, and share this with parents.
12	Make sure the after school club makes available to parents a written statement that provides details of how they can contact Ofsted if they

	have a complaint.
13	Ensure that the designated member of staff is informed of the local child protection procedures and shares these with parents.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Jemima Kindergarten's provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses in the provision.

Children make generally good progress in personal, social and emotional development, knowledge and understanding of the world and physical development. Children's progress in communication, language and literacy, mathematics and creative development has significant weaknesses.

The quality of teaching has significant weaknesses. Staff have strategies for managing behaviour and use positive reinforcement techniques. They are all involved in observing and assessing children and are beginning to gain knowledge of the Foundation Stage curriculum. Staff are able to support children with special needs and those for whom English is an additional language. The challenges for children are not always at the appropriate developmental level and children are not achieving their full potential. The plans do not always show clear learning outcomes for new or less experienced staff to follow.

Leadership and management has significant weaknesses. Staff and management are committed to improving the care and education for all children but are unable to provide support for staff by identifying the strengths and weaknesses of provision. There is no system to monitor and evaluate the provision for nursery education.

The partnership with parents is generally good. Parents are provided with good information about the setting and are able to be involved in their children's learning if they wish. They find staff approachable and can discuss their children's progress at any time.

### What is being done well?

- Relationships between staff and children are positive. Staff provide support for children who find it difficult to separate from their parents.
- Staff encourage children to develop good computer skills. Children use the mouse with co-ordination and control.
- Children's physical development is generally good. They move confidently and with increasing control, particularly when using the large equipment in the communal playground. They show an awareness of space both indoors and out and are able to show respect for other children's play space.
- Staff have good relationships with parents, keeping them informed of their children's progress. Parents find staff approachable and can discuss their children at any time.

- Staff offer support for children with special needs by working with local agencies and developing individual play plans.

**What needs to be improved?**

- the use of everyday activities and routines to encourage children's independence, counting and calculating skills
- the opportunities for children to select their own resources and tools to effect changes to materials
- the emphasis on the development of listening skills, pre-writing skills, and learning about position, size and quantity through practical activities
- the opportunities and encouragement for children to enjoy and share books individually and in small groups
- the area of creative development, including access to resources, to enable children to express themselves and respond more freely and imaginatively
- the plans, to ensure that the learning outcomes are clear to all staff and that sufficient emphasis is given to the afternoon session, especially for those children who stay all day
- the system for monitoring and evaluating the provision for nursery education.

**What has improved since the last inspection?**

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Some children are confident and initiate interaction with others. They relate well to adults and each other. Most children behave well when they have choices and are involved in activities. Some children are learning to negotiate, share and take turns. There are missed opportunities to encourage independence during snack time.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Most children chatter spontaneously during free play activities. They converse confidently with adults and each other. Some children are beginning to recognise names which have meaning for them. There is little emphasis on developing children's listening skills or encouraging them to take part in rhyming activities. Staff provide little encouragement for children to enjoy and use books or develop their writing skills during free play activities.

### MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Most children count by rote to 10. Some children recognise some numbers and shapes. There is little emphasis given to some areas of maths. Few opportunities are provided for children to begin to count, calculate or learn about position and size through practical activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore with a small range of materials. They confidently complete simple programmes on the computer. Children are beginning to find out about their local environment and to learn about the cultures and beliefs of others. However, there are few opportunities for children to explore and investigate. They lack opportunities to select their own resources and materials and explore ways of cutting, joining and designing.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently and with increasing control when climbing, pedalling, scooting, catching. They are beginning to show an awareness of space during their play. Children are gaining an understanding of healthy practices with regard to hygiene and eating. They have few opportunities to use tools to effect changes to materials. Children have access to a limited range of equipment or tools and materials each day.



**CREATIVE DEVELOPMENT**

Judgement:	Significant Weaknesses
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Children explore with a small range of materials. They enjoy familiar and songs and are able to join in confidently. They enjoy the role play opportunities provided. Children are not sufficiently developing their imaginations in craft, music or dance activities. They have few opportunities to respond to and use their senses while taking part in creative activities. Resources and activities are limited.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- develop the use of everyday activities and routines to encourage the children's independence, counting and calculating skills
- extend the opportunities to encourage children to share and enjoy books individually and in small groups
- extend the opportunities for children to select their own resources and materials, in both the areas of knowledge and understanding of the world and creative development, enabling them to use tools and materials to effect change and to express themselves, responding more freely and imaginatively
- increase the emphasis on the development of children's listening skills, pre-writing skills, and learning about position, size and quantity, through practical activities
- improve the planning, monitoring and evaluating of the educational provision, to ensure that learning outcomes are clear to all staff and that sufficient emphasis is given to the afternoon session, especially for those children who stay all day.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*