

# Cranbrook Independent Nursery and Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY330789
<b>Inspection date</b>	20/09/2010
<b>Inspector</b>	Teresa Elkington
<b>Setting address</b>	Cosmic Club, 7a Maidenbower Square, Maidenbower, Crawley, West Sussex, RH10 7QH
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<b>Type of setting</b>	Childcare on non-domestic premises

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## 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Cosmic Club registered to its current owner, Childcare and Learning Group Ltd, in 2006. The club is situated in the Maidenbower area of Crawley, West Sussex. It operates from four rooms in premises located on the first floor over a shop. All children share access to a secure enclosed play area located at the Clover Court Nursery and within a short walking distance. Children come from the surrounding area. A drop off and collection service operates during term time for children who attend one of five local schools.

The setting is registered on the Early Years register, and both compulsory and voluntary parts of the Childcare Register. Children from four years to 11 years of age attend the club. It is open each weekday during term time from 7.00am to 9.00pm and from 3.00pm to 7.00pm. During school holidays and school in-set days it is open from 7.00am to 7.00pm. The club only closes on Bank Holidays. A maximum of 32 children may attend at any one time and currently has 118 on roll of whom; five are in the early years age group. The setting supports children with special educational needs and/or disabilities and also children who speak English as an additional language.

A team of four members of staff work with the children. Of these, three staff hold a recognised early years qualifications, and one is currently working towards a qualification in childcare.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's individual needs are adequately met. They are able to play and learn in a safe and secure environment. However, there is breach of a specific legal requirement that does not fully safeguard children at all times. Partnerships with parents are sufficiently fostered. The settings methods for self evaluation are poor, which impacts upon their ability to continually improve the outcomes for children.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure parents are informed of any injuries or accidents sustained by their child and the treatment given (Safeguarding and welfare) 21/09/2010

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

- organise space and resources to ensure all children can benefit from a wide range of attractively presented play opportunities at all times
- clarify the record of risk assessments to show clearly how identified risks have been minimised
- use systematic observations and assessments of children's achievements, interests and learning styles in all areas of learning to plan challenging, relevant and motivating play experiences for each child indoors and out, across all areas of learning and development
- develop the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children
- increase the range of resources to promote children's awareness of diversity

## **The effectiveness of leadership and management of the early years provision**

All staff show an appropriate awareness of the procedures to be followed to ensure that children are protected from harm or abuse. Systems are in place to ensure that staff are appropriately vetted and suitable for their role. Risk assessments are in place, however they lack clarification to show clearly how identified risks have been minimised. Clear systems are in place to ensure children's safety as they are taken and collected from their individual schools. The fire evacuation plan is displayed and the children participate in regular fire practise, which is entered in the fire log. Required documentation is available. However, the accident records are not completed fully. Staff do not consistently request parents to sign entries relating to their children in the accident book which comprises safety.

Most of the recommendations from the previous inspection have been addressed. However, the setting has not suitably increased their resources to reflect diversity to fully promote children's understanding of the wider world. There are no current systems in place to enable the setting to self-evaluate which inhibits their ability to recognise and target areas for improvement. The setting has sufficient resources, however, these are not used effectively to stimulate and excite the children. There is little thought in the presentation of activities and the environment, because staff have limited time to set them out before collecting the children from their respective schools. The setting is not currently caring for children with special educational needs and/or disabilities. However, systems are in place to support children if required. The staff are aware of the benefits of working closely with their parents, carers, teachers and other agencies in order to ensure that each child's individual needs are known and supported. There are positive relationships with the local schools and staff relate any messages from them to parents and share relevant information about the children.

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

Children are happy and well settled. They related well to each other and to the staffing team. Routines are well known as children arrive from school and if preferred change out of their school uniforms. Older children are supportive of their younger peers as they direct them and support them in establishing the clubs routines. Children chose from a range of resources available to them. Children's understanding of technology is provided through the provision of computers and electronic games. They enjoy building models and using other forms of constructional resources and equipment. For example, the DVD and CD players. They have access to mark making materials and participate in a range of basic creative activities. Children do not access the reading materials available due to the uninviting book area. Children's imaginative flairs are hindered by the basic and uninviting role play resources that are available.

Behaviour is well managed. Staff have clear expectations and adopt clear strategies for dealing with unacceptable behaviour, through the use of explanations and refection of the club rules adopted by the children. Awareness of their immediate and wider world is encouraged by organised outings to places of interest and regular walks within the local community. Staff show a basic understanding of the Early Years Foundation Stage. However, they have yet to fully apply this knowledge to ensure that children attending the club in this age range are sufficiently catered for. Currently, no systems are in place to ascertain children progress in their progress in their learning and development.

Children's heath and well-being are satisfactorily supported. They enjoy regular outside play through the use of local parks alongside regular access to the secure outside play area situated at the site of the sister nursery. They spontaneously wash their hands in preparation for meals and after personal hygiene routines. They have access to individual hand towels which prevents the spread of infection. Mealtimes are a social occasion where they enjoy freshly cooked meals, which they serve themselves and are reflective of their individual dietary requirements. They have access to drinking water as they each have their own clearly labelled water bottles allowing them to respond independently to their bodily needs.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Matters affecting the welfare of children) 21/09/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Matters affecting the welfare of children). 22/09/2010