

Action for Children Dearne Community Children's Centre

Inspection report for early years provision

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Inspector	Kay Armstrong

Setting address	Dearne Community Childrens Centre, Billingley View, Bolton-upon-Deane, Rotherham, South Yorkshire, S63 8ES
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Type of setting	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).

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

Action for Children Dearne Community Children's Centre opened in 2006 and operates from one room in a purpose-built building. It is situated on a large housing estate in the village of Bolton-upon-Dearne. A maximum of 24 children under eight years may attend the setting at any one time. The setting is open each weekday and Saturdays from 8.00am to 6.00pm all year round. Children share access to a secure, enclosed outdoor play area. Children may attend for a variety of sessions from the surrounding areas. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in this inclusive and stimulating setting because the staff are very caring and have a good understanding of the Early Years Foundation Stage Framework. They provide an environment which captures children's imagination and which is exciting for them to investigate and explore. Children's welfare needs are effectively met as positive partnerships have been established with parents and carers, external agencies and other providers of the Early Years Foundation Stage. Overall, children make good progress in their learning. An enthusiastic staff team work well together and demonstrate a positive commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the system used to make observations of children's progress and achievements, ensuring there is sufficient detail for all staff, including new and supply staff, to use this to best effect
- develop the range of programmable resources and provide children with more opportunity to climb on equipment which challenges and supports their physical skills.

The effectiveness of leadership and management of the early years provision

Staff prioritise safeguarding and are proactive in putting the needs of children first. They demonstrate a good understanding of the indicators of abuse and are aware of the Local Safeguarding Children Board guidance. Robust policies and procedures, including safe recruiting methods, ensure that children are protected and well cared for. All of the required documentation relating to the welfare and care of the children is in order and available for inspection. Detailed risk assessments ensure that all potential hazards are minimised, providing a safe environment for children. Staff promote strategies which effectively encourage and

support children to behave in ways that are safe for themselves and others.

Partnerships with parents and carers are fostered extremely well and children benefit as positive and trusting relationship with their parents and carers are formed. Relevant information is gathered prior to children's admission to the setting. This assists staff in recognising the uniqueness of each child and as a result, children settle well with the support of their key worker. Effective partnerships with external agencies and other providers of the Early Year Foundation Stage have been established, which contribute significantly to children's care, well-being and learning, particularly for children with special educational needs and/or disabilities.

Equality and diversity are promoted well through a broad range of resources and positive images reflected throughout the setting. This fosters children's understanding of difference and the world around them. The staff team work well together and demonstrate a commitment to continuous improvement. For example, they have successfully met the recommendations raised at the last inspection. Effective systems are in place to monitor and evaluate the provision which identify areas for improvement to enhance children's learning and overall well-being.

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

Positive learning environments are generated as the indoor and outdoor play areas are creatively organised. The children thoroughly enjoy exploring the wonderful outdoor play area. They learn about taking risks as they play. They dig in soil, adding water to make 'cement' and use real bricks to build with. Children are beginning to manage some aspects of their own safety as they make decisions about the risks they take. They participate in regular emergency evacuation practices; this ensures that they know and understand what to do in the event of a fire. Their senses are stimulated by the natural materials and woodland scents as they make 'dens'. They giggle and squeal with delight as they go on 'bear hunts'. They busily put out 'fires' as they pretend to be fire officers and use lengths of ropes as hose-pipes. Children negotiate slopes and steps and have some opportunity to climb steps on a wooden train. However, they are not always appropriately physically challenged as they do not have access to a range of climbing equipment. Children's problem-solving, reasoning and numeracy skills are consistently supported and challenged by the skilled staff team who ask open-ended questions which help children to think and reason. Children count and use mathematical language in their play to describe what they are doing, for example, 'I've made lots of long worms'. The areas of continuous play are generally well resourced and children select toys, craft materials and books easily, making informed and independent choices in their play and learning. However, children have limited access to programmable toys which impacts on their learning.

Staff know the children very well and they move in and out of play effectively to support and challenge children in all areas of learning both indoors and outdoors. They provide the necessary support to enable each child to make progress in their

development. Staff make sensitive observations of the children and use the information that they gather to add to each child's individual 'learning diary' and to inform the planning of activities. However, the system used is in its infancy and lacks some detail to ensure all staff, including new and supply staff, are able to use the information to best effect.

Children are beginning to understand about good personal hygiene routines. Snack and meal times are sociable occasions as children sit and chatter together whilst they eat. They are encouraged to learn new skills and are supported to be independent. For example, children spread their own butter onto toast and they tidy away their plates once they have finished. The children behave well; they cooperate and share as they play. They have developed positive relationships with the staff and are relaxed and happy within the environment.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

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