

Corvedale Centre for Children

Inspection report for early years provision

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Inspector Susan Rogers

Setting address Corvedale C of E Primary School, Diddlebury, CRAVEN
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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.

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Description of the setting

Corvedale Centre for Children opened in 1974. It is run by a voluntary management committee and operates from Corvedale Primary School in Diddlebury, South Shropshire. The setting has ground floor access and operates out of one playroom and has direct access to enclosed outdoor play areas. The setting also has use of the school hall and may also access the school grounds at agreed times.

The setting is open each weekday from 8am until 6pm throughout the year. A maximum of 17 children under the age of eight years may attend the group at any one time. The setting serves the surrounding outlying rural areas. Children attend for a variety of sessions.

There are currently 46 children aged from two to under eight years on roll, 22 of whom receive funding for nursery education. The setting supports children with special educational needs and/or disabilities and is able to support children for whom English is an additional language.

The nursery employs five staff, all of whom hold a relevant childcare qualification. One member of staff has a level six qualification, three members of staff have level three qualifications and one has a level two qualification. The setting is supported by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Effective leadership, resourcefulness and the drive to improve outcomes for children are at the heart of the success of this setting. The experienced and well-motivated staff work effectively with the school and outside agencies to provide individualised care for children. Valuable learning experiences are provided through an effective balance of adult-initiated and child-led activities. Careful planning and a well developed assessment system provide a good foundation that enables staff to plan for children's next steps. Stimulating learning experiences are provided that children enjoy, providing encouragement and furthering their overall skills, and staff are keen to improve the variety of physical activities available to children. Most of the documentation is effective in protecting children's welfare. Overall, the setting demonstrates very good capacity for improvement.

What steps need to be taken to improve provision further?

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

- revise the daily record of the children looked after on the premises so that their full names are recorded
- extend the opportunities for children to travel around, under, over and

through balancing and climbing equipment.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded as staff have an effective understanding of referral procedures and are up-to-date with the well written child protection procedures. All staff are vetted and regularly update their child protection training and inform parents of their responsibilities. The risk assessments analyse any potential risks to children and are regularly amended as children's needs and the activities on offer change. Staff are well supported in their role through an appraisal system and are encouraged to develop their professional role through training opportunities. This results in a cohesive team where staff skills and confidence are encouraged, enabling the successful promotion of children's learning. The setting's policies, procedures and documentation are mostly very thorough, however, children's registration details do not record their full names.

Staff regularly evaluate the effectiveness of the setting because they are highly committed to driving improvement. All stakeholders are asked to contribute to the process of self-evaluation and staff take the time to consult with parents, other staff and children. They use their findings from this process of self-evaluation to compile action plans and drive forward ongoing improvements to the setting, promoting improved outcomes for all children. Staff are highly ambitious to improve the facilities on offer and carry out suggestions to provide improved provision and resources for all children. The manager and the staff have a good understanding of the Early Years Foundation Stage and use the principles of the framework to successfully promote children's learning. Children with special educational needs and/or disabilities receive very good support from staff, who work well with other agencies to meet their diverse needs. This ensures that children are offered learning opportunities that specifically meet their needs. The organisation of, and the activities provided for, the two different age groups is successful as staff adapt resources to suit the abilities of all the children at the beginning and end of the day.

Children access a free-flow play environment with very easy access to the outdoor areas where they freely choose activities. The well-resourced environment is used effectively to provide a wide range of stimulating learning opportunities. Partnerships with parents and carers are extremely effective, supporting children's development through regular exchanges of information. Parents are encouraged to understand the activities their child enjoys through parents' evenings, video recordings of their child at play and informal chats and discussions. Staff have also established good links with the school. This promotes children's continuity of care and helps children settle when their placement first commences. There is good commitment to the promotion of equality and diversity, supporting children's appreciation of the needs of others and the wider world in which they live.

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

Children confidently access the welcoming free-flow play surroundings, taking any toy they require outdoors. This promotes the development of their play ideas and enables children to access a healthy play environment. A warm and caring relationship is shared between children and staff as staff closely understand each child's individual learning needs and adjust teaching methods and activities offered to meet those needs. The successful key worker system provides children with individualised support and enables them to settle well when they first arrive at the setting. Children's assessments respond to observations made of their activities and are matched against individual areas of learning. Consultation with each child's parents enable staff to assess their child's starting points as they enter the setting. Assessments are available to parents and are used to plan for children's next steps in their development. Successful partnerships with the school and other agencies provide very good support for children's transitions as they move from the early years setting into mainstream school

Children show an excellent awareness of the needs of others and show high levels of care and consideration. They also develop a good understanding of safety issues through explanations. Activities are based upon purposeful play, with many innovative opportunities for exploration and discovery as children use the outdoor areas and surrounding countryside. They hunt for bugs and wildlife in the neighbouring fields and learn how to respect the countryside by closing gates and observing animals in their habitats. They grow some fruit and vegetables, preparing and harvesting these when appropriate.

Effective questioning skills are used to encourage children's investigative skills, encouraging problem-solving and helping them to develop outstanding future skills. They learn how to compare size and shape and their use of number and calculation is carefully integrated into many practical activities. Children listen to music and enjoy marching and walking on tip toes in time with the tune. They count the number of beats as they accompany the music by clapping hands and using percussion instruments. Children's physical development is supported as they very skilfully manoeuvre wheeled toys, manipulate tools and experiment with sand and water play. They extend their physical skills as they use tools to dig and build, paint and cut. There are, however, limited opportunities for younger children to develop more challenging physical skills that include balancing and crawling through spaces.

Children are gently encouraged to develop their independence through helping to take care of their play environment and by helping to serve themselves at mealtimes. Their language skills develop extremely well as they create imagined scenarios and chat to each other, explaining what they are doing to staff. Children recognise the marks and shapes they make when using paint and sand, promoting their early literacy skills. The setting is well able to support children and families who speak English as an additional language.

There are good opportunities for children to create images of their own choosing,

using paint and tactile materials. Children are encouraged to learn the importance of basic personal hygiene throughout their daily routines, washing their hands before meals and after outdoor play. Children enjoy meals and snacks that are nutritionally balanced. They learn about the benefits of healthy eating through explanations and they enjoy fresh fruit and drinking water which, is available at all times.

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	1
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	1
The extent to which children develop skills for the future	1

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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

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