

Docking Day Care

Inspection report for early years provision

| | |
|--------------------------------|---|
| Unique reference number | 254040 |
| Inspection date | 12/10/2010 |
| Inspector | Kath Beck |
| Setting address | Well Street, Docking, Norfolk, PE31 8LH |
| Telephone number | 01485 518927 |
| Email | |
| Type of setting | Childcare on non-domestic premises |

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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

Docking Day Care opened in 1995 and operates from a room at Docking Primary School in the village of Docking, near Hunstanton, Norfolk. It is run by a committee and has charitable status. The setting is registered with Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

A maximum of 16 children, aged from two to eight years, may attend each session. There are currently 28 children aged from two to four years on roll. The setting opens five days a week during school term time. Sessions are from 9am to 11.45am and 1pm to 3:30pm. A lunch club for children aged two and upwards takes place between 11.30am and 1pm. Children from the school may attend the breakfast sessions. A holiday club operates between 9am until 3.30pm in all the school holiday periods except Christmas. Children attend for a variety of the sessions available.

The setting is able to support children with special educational needs and/or disabilities, although wheelchair access is limited until a building programme has been completed. The setting is also able to support children who speak English as an additional language. Four full-time staff with early years qualifications work with the children. The setting receives support from a teacher from the local authority. It has close links with staff in the school's Reception and Nursery classes and shares accommodation with the Nursery.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Trusting relationships enable children to be happy, inquisitive and confident in the setting and this, combined with a selection of activities, ensures the needs of the early years children are met. Staff promote positive attitudes and approaches to diversity so that all children are included in all that the setting has to offer. Partnerships with parents are supportive and ensure children receive consistency of care. Strong links with the school enhance continuity in children's learning, although there are some gaps in the provision of problem solving, reasoning and numeracy, and opportunities to increase communication and language skills. There is good provision for children's physical development and the setting promotes healthy eating successfully. Self-evaluation procedures are not rigorous enough to always provide the setting with a clear and accurate appraisal of its effectiveness. As a result the capacity to make continuous improvement is satisfactory.

What steps need to be taken to improve provision further?

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

- engage children more as partners in conversation to enhance their communication and language skills

- provide more opportunities and practical activities for children to develop their problem solving, reasoning and numeracy skills
- improve procedures to evaluate the impact of the provision on the outcomes for children.

The effectiveness of leadership and management of the early years provision

Staff take care to make sure children are safe. Procedures to ensure staff are suitable to work with children meet current safeguarding requirements. Training to recognise possible mistreatment is up-to-date and staff are fully aware of their responsibilities in these matters. The room used by the setting is secure against intrusion and current building work is designed to improve external security. Good staffing levels and deployment mean that children are carefully supervised both indoors and outside. Written risk assessments for outings, the premises and equipment minimise the risks to children. There are regular fire drills, both independently and with the school, that are evaluated and areas for improvement acted upon. Procedures, should a child go missing or fail to be collected, are clear. Staff provide an attractive and well organised environment. Good levels of staffing mean children can have one-to-one attention during their play.

There are sufficient staff on hand who supervise, care for children's personal needs, and give comfort and reassurance when necessary. Toys and equipment are relevant to the different ages and interests of the children. Staff ensure that the good range of toys and equipment are kept in clean and safe condition through daily checks of the environment. These are attractive to children and contribute to the good levels of physical development achieved. Staff play alongside children and give them support and encouragement. However, not all make the most of these opportunities to develop children's speaking, listening and counting skills. All the activities and resources are available equally to children, irrespective of gender, ability and background. The needs of vulnerable children are recognised and relationships with specialist agencies established to ensure they are supported effectively. The programme includes opportunities for all children including the very young, and helps them to find out something about different countries and their customs and festivals.

Staff and management are keen to improve the setting. There is sound forward planning for developments, especially when the current building work to link it to the school is finished. New furniture and toys have been ordered to enable more effective use of space and to improve provision for active learning. Staff have undertaken additional training in important areas such as paediatric first aid and food hygiene. The recommendations from the last inspection have been completed appropriately. A new process for self-evaluation has recently been implemented. The written document gives a picture of the range of activities provided, but has little to say about how these activities impact the learning and development of the children. Consequently it does not provide a rigorous basis for identification of the strengths and weaknesses of the setting and key priorities for improvement.

Parents appreciate the setting and comment warmly on the care it provides, and

their children's pleasure in attending. Partnerships with parents are established early through the 'All About Me' book. This gives the setting an insight into children's likes, dislikes and early achievements. Parents value the opportunities to talk informally to staff when they bring their children to the setting. Strong links with the school and other providers ensure that transfer into the nursery or other settings are smooth.

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

Staff set out activities that capture children's interest as soon as they arrive so they enjoy coming to the setting. Some children are fascinated to see the giant African snails. They cannot wait to see them and give them the food they have brought. Others give staff a cuddle, tell them their news or go directly to a range of activities including construction toys, jigsaws, dough, painting or role play. Some activities are new, initiated by staff, while others are chosen by the children themselves. Recent new activities have included hand printing, setting up the Baker's Shop and learning about human and dinosaur bones. Children enjoy visits to places of interest, such as a butterfly farm. There is a sound balance of indoor and outdoor activities and good opportunities for children to make choices independently. There is an inconsistency in the role of the adults in young children's play activity. At its best staff engage the children in conversation about their activity, share stories with them and help them to see new possibilities for learning. However, too often staff do not make the most of opportunities to promote language development and problem solving so children do not progress as quickly as they should in these areas. For example, at their healthy snack time staff do not use this important occasion to generate reflective conversation about what the children have been doing and might like to do next.

Planning is based on themes such as Autumn, that cover all the areas of early years learning. Daily plans identify a focused activity, for all the children, such as autumn colours and the vocabulary children are to learn. The setting has established a thorough process for identifying individual children's progress and what they need to do next. They take photographs of significant milestones and these are collected together in a 'Learning Journal', along with explanatory comments. However, planning and assessment provide too few opportunities for children to take part in challenging activities that develop their problem solving, reasoning and counting skills.

By the time children leave the setting they have made good progress in their personal, social and emotional development. They play happily and safely together or on their own, look after each other, get dressed without help and remember to wash their hands before eating or after going to the toilet. Their behaviour is good. They enjoy singing, making music, drawing and painting. Children also enjoy playing outside riding tricycles, sliding on the slide, bowling hoops and balancing on small stilts. Photographs show they particularly enjoyed taking part in a 'mini sports' day in the summer. In addition, they like to cut out and stick shapes on to paper plates to make faces with happy expressions. The skills and positive

attitudes they acquire by keeping to the setting's golden rules will help them in their future education.

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? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

The effectiveness of leadership and management of the early years provision

| | |
|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| The effectiveness with which the setting deploys resources | 2 |
| 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 | 2 |
| The effectiveness of the setting's engagement with parents and carers | 3 |

The quality of the provision in the Early Years Foundation Stage

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 3 |
|--|---|

Outcomes for children in the Early Years Foundation Stage

| | |
|--|---|
| Outcomes for children in the Early Years Foundation Stage | 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 | 2 |
| The extent to which children make a positive contribution | 3 |
| The extent to which children develop skills for the future | 3 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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 |
|--|-----|