

Horndean Campus Child Care Centre

Inspection report for early years provision

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Inspector Alison Kaplonek

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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

Horndean Campus Child Care Centre is an established community group operating from buildings on the campus of Horndean Technology College in Hampshire. The provider is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting serves families from the local and surrounding areas.

The facilities include a day nursery and pre-school group and before and after school care for older children. The nursery and pre-school both operate from 7.30am until 6pm every weekday throughout the year and children can attend for part-time sessions or full days. The out of school club operates before and after school and during school holidays and children are collected from a range of local schools.

The provision is registered to provide care for 135 children from birth to eight years. Of these, not more than 55 may be in the early years age group and of these, not more than 15 may be under 2 years at any one time. The setting supports children with special educational needs and/or disabilities and those who are learning English as an additional language. There are currently 159 children on roll. Of these 87 children are in the early years age range.

There are 15 regular members of staff who work with the children. Of these, all staff have a recognised early years qualification. The overall childcare centre coordinator currently holds a level 4 qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. Management and staff work hard to create an extremely colourful and interesting environment where all children are valued and included. Consequently, they generally meet each child's individual needs well. Children enjoy many worthwhile learning experiences both indoors and outside in the various outdoor areas and therefore make good progress overall in their learning and development. Well qualified management and staff, who demonstrate high levels of commitment and enthusiasm in their roles, work closely together to evaluate the provision and identify any areas for development. They regularly implement changes which ensure that continuous improvement takes place.

What steps need to be taken to improve provision further?

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

- further develop engagement with parents to include the gathering of information about each child's interests and capabilities, and to support extending learning at home and the promotion of children's good health through healthy eating
- ensure effective continuity and progression by sharing relevant information with all other provisions which children attend.

The effectiveness of leadership and management of the early years provision

The community manager, overall coordinator and staff all work well together to ensure that every area of provision at the setting is well organised and operates efficiently on a day-to-day basis. They are very committed to ensuring that good education and care are provided in all age groups and for all children. Staff are clear about their roles and responsibilities and deploy themselves well. They provide good support for children as they move freely around the indoor and outdoor environments, ensuring their safety at all times. The premises are secure and parents and visitors use an electronic system to enter the building and this is always monitored. Effective systems are in place to ensure that all staff are suitably qualified and appropriately vetted. All staff receive regular appraisals which ensure that any future training needs are identified and courses applied for. Alongside a wide range of policies and procedures and accurate completion of records and risk assessments, this ensures that children's needs are well met overall and that they are fully safeguarded. Since the move to the new building, which has enabled all registered provision to be on the same site, management has been working hard to amalgamate the policies, procedures and documentation to ensure consistency across every area. They evaluate well and have drawn up comprehensive action plans for future development.

The setting welcomes all children and is able to support children with special educational needs and/or disabilities and those who are learning English as an additional language. Staff use a good range of positive images and resources, such as posters, books and dolls to enable children to learn about differences and respect for others. They provide children with a wide range of resources and equipment, both indoors and outside, many of which are easily accessible and enable children to initiate their own play and learning for much of the time. Staff and management have made good links with some of the local schools, enabling them to provide support for many children during the transition to school and support for the older children who are collected each day to attend the after school club. They are in the process of creating links with the full range of schools with whom they have these connections to ensure effective continuity and progression for every child.

Parents are provided with a wide range of information about the setting through a handbook and regular newsletters. They are kept well informed about their children's routines and the Early Years Foundation Stage in daily diaries for the babies, information displayed on notice boards and through daily discussion with

staff. Management and staff have good relationships with parents and ask for their views on various aspects of the provision by questionnaire. However, they do not fully involve parents in initial assessments of children's interests, capabilities or in ways to support and extend learning in the home.

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

Children enjoy a wide range of resources and activities which help them make good progress overall in their learning. These are laid out in learning areas, such as a book corner, role play area and craft table, and enable children to focus on the activities staff have planned for them. Children and babies are happy, settled and keen to participate in the day's activities. They quickly learn the daily routines and confidently make choices from the range of resources and activities provided, interacting well with both staff and their peers. Babies and toddlers learn to roll over, crawl or walk within safe surroundings. They enjoy feeling the texture of shaving foam, finger painting or singing songs together. Older children use their imaginations and manipulative skills as they build and decorate a cardboard castle, cutting and sticking flags and labels. They count and talk about shapes as they complete puzzles or simple programmes on the computer. Children behave well and respond to the praise and encouragement they are given by members of staff. They learn to share and take turns and to get along with their friends.

All key staff complete observations and assessments and have a good knowledge of what each child knows and can do. They plan a range of activities which cover all areas of learning and include both child -ed and adult -ed activities, enabling children to make good progress. Management are in the process of devising new systems to ensure that observations and assessments are more clearly linked to children's achievements and that planning includes clear next steps across the six areas and takes account of children's interests.

Children are kept healthy, safe and make a positive contribution to their own care and learning. Younger children are protected from the risk of infection as staff wear gloves when changing nappies and ensure that children have their own bed sheets. Children know to wash their hands after using the toilets and before eating. Children are provided with nutritious snacks, such as fruit and breadsticks and staff are aware of any allergies or health needs children may have. Children bring a packed lunch each day which staff store appropriately. However, the contents of some lunch boxes do not always promote healthy eating. All children and staff take part in regular fire drills, learning how to evacuate the building quickly.

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	2

The quality of the provision in the Early Years Foundation Stage

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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

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