

Families First Childcare Co-op

Inspection report for early years provision

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Inspector

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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

Families First Childcare Cooperative was registered in 2010. It operates from within the Birdholme Sure Start Centre in Chesterfield. It is a committee-run provision which is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery serves children from the local and surrounding areas. It is open all-year-round, Monday to Friday from 8am to 6pm. The nursery is registered to provide care for 45 children under eight years and there are currently 43 children on roll, all of whom are in the early years age range

The nursery currently employs nine permanent staff and three supply staff. All staff hold relevant childcare qualifications at level 3. Five have a degree in early years, one holds the early years professional status and four are working towards this. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Staff highly value and recognise the uniqueness of each child that attends the nursery and children are making excellent progress in their learning and development. Children are happy and settled within a very well organised and welcoming environment. Partnerships with parents are very well established to ensure children's welfare needs are consistently met. Partnerships with other providers and professionals are well established to ensure consistency and coherence in children's care and learning. Detailed and comprehensive documentation is securely in place to ensure children are well safeguarded. Management and staff constantly evaluate the provision and there is a very clear vision to move the setting forward and maintain exceptional continuous improvements.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- enhancing further the routines in order to enable children to have free flow play between the indoor and outdoor play areas.

The effectiveness of leadership and management of the early years provision

Management have devised and implemented an effective detailed and comprehensive safeguarding policy and procedure. This is shared with parents and highlights the nursery's role and responsibilities around safeguarding all the children in their care. Detailed and effective risk assessments for the premises, outdoor area and outings are undertaken and reviewed to ensure any identified

hazards are minimised. Children's safety within the nursery is paramount and highly effective measures are in place to ensure all children are kept safe. For example, all interior doors have coded locks fitted. This ensures children cannot leave unattended and that visitors cannot gain access without staff knowledge. All visitors are required to sign in and out of the nursery. Children's safety is further enhanced as staff have a well written emergency evacuation plan which is practiced with the children on a regular basis and recorded. This ensures children consistently learn how to stay safe in an emergency.

Children health and welfare are extremely well promoted. They are provided with a healthy balanced diet for snacks and meals. For example, the children enjoy a good range of fresh fruits for snacks and they help to prepare their own sandwiches. Meals are cooked off-site at the local school and staff ensure they are at the correct temperature when they arrive by using a food thermometer. Drinks of milk or water are offered at snack and meal times and children are able to help themselves to drinks of fresh water throughout the day. Babies are offered regular drinks. Children are well cared for if they fall ill whilst at the setting and staff hold valid first aid certificates. A policy and procedure for sick children is also in place. Prior written parental permission is also obtained for staff to administer any medication to children. When administering medication staff take extra precautions as they ask another staff member to witness and countersign the entry into the medication record. Written parental permission is also obtained for staff to seek any necessary emergency medical advice and/or treatment. Children follow very good hygiene routines with regard to hand washing before eating and after using the toilet. The children have a very good understanding of why they do this as they talk about washing all the germs away. Sleeping facilities are provided for babies and any young children who may require a sleep. Cots are provided and all babies and children have their own linen which is washed after use. Parent's wishes are adhered to with regard to where their child sleeps, either a cot, a sleep mat or a pushchair, and for how long. Sleeping children are monitored carefully by staff which ensures children are safe at all times.

Management and staff have implemented a very effective self evaluation system. They regularly discuss the effectiveness of their practice and make ongoing improvements to ensure all children's and parents needs are consistently met. A suggestion box is located within the nursery reception. Staff welcome parents' views on the provision and their ideas and suggestions for further developments. Children ideas and interests are also taken into full consideration when planning activities. All staff have extensive knowledge and understanding of the Early Years Foundation Stage and they regularly monitor children's development through all the areas of learning. Plans of activities are completed as a result of prior observations made by children's key workers. Activity plans and children's development records clearly show children's interests and the next steps in their learning, ensuring children continue to make excellent progress. Clear routines are implemented for all children. Staff take full account of what children are doing and as a result of their own evaluation they are looking to make slight changes to snack time routines to ensure children have more opportunities and time to complete activities at their own pace. Children have their snack when they want it, rather than at a set time. Outdoor play is also planned and staff take indoor activities outdoors. However, children are not always able to free flow between the

indoor and outdoor space. Partnerships with parents are highly effective and staff are pro-active in acting upon parents suggestions and ideas. Parents are kept verbally informed of their child's day within the setting as staff exchange valuable information with parents at the start and end of each day. Parents of babies are provided with written information about their baby's day which informs them of invaluable information such as sleep times, food intakes and the activities they have enjoyed. Monthly memos are produced for parents. These include information such as activities the children are undertaking the following month, for example, life cycle of plants. Staff give information such as what plants they are going to be planting, such as tomatoes and how the children are going to be involved in the whole process of planting and nurturing through to the end result of harvesting and tasting. This enables parents to extend children's learning at home. Information about children's development is shared regularly with parents both formally and informally which ensures they are kept fully aware of what children are learning and ideas for how they can extend on the activities at home. Partnerships with other providers and childcare professionals are highly effective. Staff meet regularly with other early years providers where children attend. They discuss children's progress and their interests and they work effectively together to ensure progression and continuity of care for all children. Staff are motivated and committed to ensure they continue to develop these links with future providers where children may attend to ensure continuity of learning and care. Staff and manager meet regularly with family support workers, speech therapists and other professionals who may be involved in children's welfare needs. This ensures their learning, development and welfare are successfully promoted. Overall the setting has excellent partnerships to ensure consistent and high quality care for all children that attend.

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

Children are very happy and settled in the well organised environment and they are making excellent progress in their learning and development. Staff are enthusiastic and motivated and they fully interact with all the children, making learning fun and challenging for all ages. Staff are attentive, warm and caring towards the children, especially new children and those on settling-in visits. This helps them to feel safe and secure. The environment is extremely well organised. Children are separated into two age groups which ensures they have the space and resources that are suitable to their ages and abilities. All children are able to self-select activities from a very wide range of resources which are stored in low level boxes and are appropriately labelled with words and pictures. There is an excellent balance of adult-led and child-initiated play. Staff plan highly effective activities which cover all the areas of learning. Activities which are planned reflect varied and imaginative experiences for all children. They make regular spontaneous and focussed observations and complete development records for each child. They then use these to help them plan the next steps in children's learning. This ensures children's progression is age appropriate as children's own interests and ideas are also taken into account. For example, staff know a child is interested in trains so they plan to have the train set out along with books and comics about trains, helping to enhance the child's knowledge and interest.

Children's development in all six areas of learning is promoted extremely well. They have regular access to activities and toys which encourage and develop skills, such as, problem solving and communication. For example, children sort shapes for the shape sorter, look at books, both individually and as a group. Children enjoy looking at a book of birds and staff explain to them and show pictures of the different types of birds they may see visit their bird feeder. Children of all ages participate in a wide range of craft and creative activities, such as, painting, collage, baking and malleable play which all enhance their ability to problem solve, use their imagination and develop their communication skills. Staff allow and positively encourage the children to be creative in their own way. Through activities such as role play children have many opportunities to use writing for a purpose. For example, they have appointment books when playing hairdressers or pet shops and menus when playing cafes. Free mark-making activities are constantly available for the children with a vast range of resources. Children's development of knowledge and understanding is promoted through very well planned activities. These include growing plants and learning about various life cycles such as those of frogs and plants. Staff have devised and implemented a range of 'weather boxes' which they use outdoors. For example, there is a rainy day box which provides children resources such as, wellington boots, umbrellas, rainy day stories and a variety of different sized pots for catching rain drops. These resources enable children to explore and investigate their natural surroundings as they splash in puddles, measure the amount of rainfall whilst weather related books, rhymes and songs enhance their communication and literacy skills.

Children are developing strong links with their local community and a stronger sense of where they live as they often visit the local shops and the travelling library van. They particularly enjoy watching the large lorries and emergency vehicles that pass by the nursery. Through very well planned activities and words in different languages that are displayed around the rooms, children are developing a very good understanding of the wider world. For example, they look at different celebrations and have pictures of their own homes and the homes of children from families and backgrounds that are different from their own, such as, a travelling family's caravan. These are displayed at child-height in the role play area along side photograph albums which the children enjoy looking at independently or together and enables them to recall and remember activities they enjoyed in the past. They also act as a catalogue of activities that children may wish to re-visit.

Children have very clear boundaries as a secure behaviour management policy is in place which all staff know and follow. Children are given lots of praise and any inappropriate behaviour is dealt with in a sensitive, positive way, as staff reason with children and use explanation that each individual child can understand. For example, they talk to the children about not hitting as they may hurt one another and not run indoors as they may get hurt on the furniture. This ensures children develop a very good sense of how to stay safe. Stickers are awarded for good behaviour, which further promotes children's understanding of good behaviour. The children are co-operative and play well together, forming strong relationships with each other.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

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

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
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