

Childlink Learning Centre

Inspection report for early years provision

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Inspection date

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Inspector

Jan Leo

Setting address

1-3 The Phygtle, Chalfont St Peter, Buckinghamshire, SL9
0JT

Telephone number

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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

Childlink Learning Centre opened in 1992. The nursery operates from a building that has been purposely adapted to provide nursery care and it is situated on the edge of the village of Chalfont St Peter in the County of Buckinghamshire. All children have access to a secure enclosed outdoor play area. The nursery serves families from the local surrounding areas.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It can accept a maximum of 46 children at any one time, all of whom can be in the early years age group. There are currently 70 children aged from three months to five years on roll. Children attend for a variety of sessions. The nursery has systems in place to support children with special educational needs and those who speak English as an additional language.

The nursery opens five days a week for 51 weeks of the year. Sessions are from 7.45a.m. until 6.00p.m.

There are currently 14 staff members employed to work directly with the children and a cook, of these eleven staff members hold relevant childcare qualifications at level 2 or above. There are two members of staff working towards increasing their level of qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The nursery provides a stable environment where children feel safe and grow in confidence. The staff work very well together and show a real commitment to improving standards and continuing their own development. Procedures for meeting the needs of children with specific health and development requirements are addressed effectively but this sometimes highlights these children as different and planning for the remaining children is less effective. Most aspects of health and safety are given high priority and contribute to preserving children's well-being. All of the essential documentation is in place but some systems are cumbersome and of little value in supporting an efficient service and keeping parents fully involved about their child's day.

What steps need to be taken to improve provision further?

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

- plan an individual learning and development programme for all children to ensure they work at their own level and reach their full potential

- revise hygiene arrangements to ensure products used for hand washing are used in accordance with the manufacturer's instructions and are suitable for children of all ages
- devise ways to meet the needs of individual children with food allergies and special diets without labelling them to make them feel different
- consolidate children's written records to improve the two way flow of information with parents and help them become more aware of their children's progress and how to contribute to their development.

The effectiveness of leadership and management of the early years provision

Staff attend safeguarding training in order to understand their responsibility and the process to follow if concerns arise. They have a clear policy to use as a reminder and some have the confidence to make a referral without the need for prior advice. Comprehensive risk assessments are in place to maintain safety throughout the day and good practice is generally followed to keep children healthy. For example, the cook prepares nutritious meals using almost entirely fresh produce, children have free access to outdoor play unless there are extreme weather conditions and the staff build close relationships with the children to ensure they feel safe and secure. However, staff use hand gel for babies before they eat and do not follow the manufacturer's guidance or the health and safety advice they pay for, compromising children's health to some extent.

The staff show the same level of concern and affection for all children and aim to meet their needs effectively. They routinely tailor care to suit children with specific needs and staff follow these procedures diligently in order to ensure there are no mistakes in their care to cause harm. However, they label children to highlight those with allergies and special diets, treating them differently from the others, all-be-it for the right reasons. The staff have clear plans to help children with special needs progress but they plan for the remaining children as a group rather than identifying specific goals for each individual child. Children's progress is therefore dependent on the knowledge and skill of their key workers and there is no clear information to ensure consistency if the key worker is absent.

The staff monitor what they do and take advice from the local authority to help lead improvements. They welcome input from parents and carers and try to develop a good two way flow of information to consolidate care and keep adults involved in the day. Parents value the nursery highly and find the staff very approachable. They receive a certain amount of information about their children but staff struggle to find a simple system to record progress and planning to involve them fully. Consequently, some documentation is unwieldy making it difficult to assimilate and limiting its value.

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

The children benefit from a stimulating environment with displays and resources at different levels to make them feel welcome. The staff rotate the resources to keep children interested and the older children know they can ask for additional equipment to suit their needs. They have, for example, opportunities to ask for games on the computer to develop understanding of modern technology and they feel comfortable talking to staff about their ideas.

The staff plan some activities and include time for free play in the timetable to help balance the day. The children become familiar with the routine to aid their security. Babies, for example, gather around a sand tub and use various implements to scoop and pour the sand, practising control over their movements. Some are shown how to shape dough on the modelling table before joining a group for singing, enthusiastically joining in the actions and clapping at the end to show pleasure in their achievement. Others roam around the room, free to explore their surroundings. They peer over the gate between the rooms, examine toys in a basket on the floor and enjoy knocking down a tower of bricks to discover more about shape, space and measure. Most receive the attention they need to feel secure throughout the day, but the mealtime routine is not always well managed and reduces their feeling of security.

Older children experience additional activities such as French classes and visits to the nursery's pony. They divide into groups for reading or construction, willingly joining in with the activities provided. When the time for free play arrives, the children come to life and let their imaginations grow. They dress up in the grotto, excitedly talking about Christmas or relax to enjoy a favourite book on their own. The children are well occupied and show interest in all they do but the planned activities are not always linked to current topics to make learning meaningful in a relevant context.

The staff have a basic understanding of how children learn and how to support their development through planned activities. However, some do not understand how to promote learning through free play initiated by the children. In addition, the lack of specific aims for each child results in missed opportunities for the more able children to do things for themselves, such as make their own wraps at tea time. Nevertheless, the children enjoy attending and make steady progress.

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	3
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	3
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
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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	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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