

Osmaston Family Project

Inspection report for early years provision

Unique reference number	206145
Inspection date	14/12/2010
Inspector	Sally Smith
Setting address	28-30 Varley Street, Allenton, Derby, Derbyshire, DE24 8DE
Telephone number	01332 384414
Email	
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

Osmaston Family Project opened in 1996. The group primarily serves the local community. It operates from one room within the centre. There is a fully enclosed outdoor play area. The project opens Monday and Tuesday from 9.30am to 11.45am and 1.00pm to 3.00pm all year round.

A maximum of 16 children may attend the setting at any one time. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 32 children from two to three years on roll. Children are able to attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities, and who speak English as an additional language.

The setting employs two members of staff, both of whom hold a recognised early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a welcoming and stimulating environment where children make good progress in their learning and development. Staff work very hard to establish positive partnerships with parents so that information is regularly shared in order to fully support children. A key strength of the provision is the close links established with other professionals in the community to ensure that the needs of all children are met. Staff reflect and evaluate their practice in order to identify and prioritise areas for improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that information is provided for parents regarding the procedure to be followed in the event of a child going missing. 21/01/2011

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

- improve further the procedures for evacuation drills so that details are recorded in a fire log book, of any problems encountered and how they were resolved
- increase further lists of words and greetings from different home languages and invite parents and other adults to contribute.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a clear understanding of safeguarding procedures and the signs and symptoms of abuse. They are aware of their responsibility to report any concerns to the relevant agencies so that children are protected from harm. Robust vetting procedures are in place, to ensure that children are cared for by suitable adults. A range of policies and procedures are located in the nursery's operational manual and these are made available for parents. Most of the necessary consents are in place, to ensure children are safe and well cared for. However, there is no written procedure in the event of a child going missing and whilst emergency evacuation procedures are practised with children, a record of these is not maintained in the nursery.

Relationships with children's parents, carers and family members are friendly and they are made to feel welcome. Their views are sought through regular dialogue in order to effect change, within the setting. Staff, along with other community professionals attend the local parent's forum four times a year. This helps to identify any gaps in service provision required to support young families. It also helps to ensure that the needs of all children are fully met as professionals work closely together. The setting is a satellite centre for the local Sure Start Children's Centre, so contributes to facilitating a range of services. For example, during the summer holidays the setting runs family activity days where parents, carers and siblings are encouraged to come along and join in activities together.

Leadership and management is good and there is a constant drive to improve all aspects of the provision. Staff have worked together for many years and this provides cohesion and a shared sense of purpose. They regularly discuss ways of improving their practice and the environment in which children play and learn. For example, through observation and discussion, they identified that children enjoyed playing outside and have recently accessed funding to further enhance this area. A canopy now provides cover and protection, particularly when some of the surfaces are slippery, therefore enabling children to have fresh air and exercise all year round. The introduction of a free-flow system between the indoor and outdoor play areas has proved to be very positive with children, enabling them to make choices about their play. Staff attend training and this is used to improve their knowledge and understanding about all aspects of child development. Most importantly, staff use the information gleaned to improve the care and learning provided for the children, so that their needs are met.

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

Children are provided with a calm, bright, stimulating environment where they can enjoy themselves and are helped to achieve. Although the room is relatively small,

it is very well-organised to provide a wealth of play opportunities for children. Staff have a good understanding of the Early Years Foundation Stage, working well as a cohesive and motivated team. Activities cover the six areas of learning in equal measure. Children have good opportunities to take responsibility in the setting and make decisions about their play. For example, staff have recently introduced low level storage and drawers are clearly labelled with pictures of the resources inside. Children are developing confidence in selecting these independently, although, there is still a reluctance for children to access the wide range of art and craft materials available. Staff continue to gently remind children that they can access these at any time. They also ensure that an art and craft activity is planned. Children know the routine well and often initiate elements of this themselves. For example, a child quickly and carefully removes all the art materials from the table before sitting down. A member of staff says 'are you trying to tell me it's snack time?' the child nods her head and helps to clean the table.

Children decide whether they wish to play inside or outside. They attempt to fasten their own coats, put on their own hats and gloves before eagerly accessing the range of equipment in the outdoor area. Many indoor activities are replicated outside, for example, children can sit and look at books or play at the mark-making table, doing this in all weathers. On occasions, even the children decide it is too cold after playing in the snow and come inside. Staff bring a mound of snow inside for the children to play with until it all melts. This provides an ideal learning opportunity as children discuss hot and cold, liquid and solid.

Children go out into their community to visit the local park and shops. Good links have been established with the pet shop, as the owner shows the children the range of different animals in his care. Staff observe that children are always very enthusiastic about the animals and respond to their interest by creating a 'pet shop' in the nursery. Through this activity, the children gain a wealth of knowledge and understanding about the care of pets, the different types of pets that people keep and how to look after them appropriately. Laminated cards with pictures help children to identify hamsters, gerbils, guinea-pigs and fish and staff also teach the children the names of different animals in sign-language. Children use clipboards to record information. They discuss how many animals are ill and the medicine required to make them better, whilst using a stethoscope to 'listen to doggy's heart'. In addition to these spontaneous observations, focused observations are undertaken and used effectively to inform planning which is flexible and linked to the early learning goals. When children start at the nursery a settling-in programme is devised specific to their individual needs, so that they settle well.

Children demonstrate a clear recognition of following good personal hygiene through the established and well-practised routines. They wash hands and attend to their own care needs, with sensitive support when necessary from staff. Children are provided with healthy snacks and sit together to eat these. They are encouraged to pour their own drinks and learn to use knives safely to spread various toppings onto crackers and toast. Staff work hard at promoting healthy eating as many children are not keen on fresh fruit and vegetables. They look at various initiatives to encourage children to develop new tastes. Children explore the smells and textures of fruit and vegetables, cutting them in half to do painting and prints. An allotment encourages the children to take a real interest in the

produce they grow and they are keen to sample these. Even a lick rather than a bite is seen as a positive step and children are praised for this. Staff discuss the fruit and vegetables the children eat and suggest that they tell their mummies and daddies that they like these so that they can buy them at home.

Children are aware of rules and boundaries within the nursery in order to keep them safe, such as not running whilst indoors. These boundaries are regularly reinforced by staff, to ensure that children behave well and show a caring attitude towards each other.

Resources reflect cultural diversity and disability and there is an appropriate commitment to promoting equal opportunities within the nursery. Staff attempt to collate information from parents regarding their child's first language and there are some signs, symbols and labels displayed to reflect the diversity of children attending the nursery.

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

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	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