

Wingate Community Childcare LTD

Inspection report for early years provision

Unique reference number	EY336563
Inspection date	06/01/2011
Inspector	Jim Bostock
Setting address	Wingate Children's Centre, Partridge Terrace, Wingate, County Durham, TS28 5BD
Telephone number	01429 838206
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.

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

Wingate Community Childcare LTD is a company limited by guarantee and has been registered since August 2006. The setting operates from within Wingate Children's Centre in Wingate village, near Peterlee in County Durham. Children have access to two childcare rooms, the nursery school, other associated facilities within the centre and secure enclosed outdoor play areas. The setting serves the needs of children from the local community and surrounding areas. A maximum of 54 children aged under eight years may attend the setting at any one time. The setting currently takes children from birth to five years of age. The setting is open Monday to Friday from 8am until 6pm, for 50 weeks of the year, closing during the Christmas holiday period.

There are currently 52 children on roll who are within the early years age range. The setting supports children with special educational needs and/or disabilities. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 15 members of staff, including the manager, who work directly with the children. All staff hold a qualification at level 3 in early years, with the manager and two other staff holding a qualification at level 5 and one with 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 satisfactory.

Children enjoy the interesting and stimulating experiences offered as staff successfully provide a happy and caring environment. Staff meet children's individual developmental needs well and promote most aspects of children's welfare and learning successfully. Strong partnerships with parents, carers and other early years professionals benefit the children. Appropriate systems are in place for self-evaluation which leads to an ongoing commitment to continuous development. However, a condition of registration has not been met.

What steps need to be taken to improve provision further?

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

- improve self-evaluation to effectively identify the setting's strengths and priorities for development that will improve the quality of provision for children
- extend opportunities for children to develop their understanding of people's similarities and differences through regular access to positive images, including those with diverse physical characteristics and disabilities.

The effectiveness of leadership and management of the early years provision

The provider has committed an offence by failing to notify Ofsted of a change to the person who is managing the early years provision. This is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage. Ofsted does not intend to prosecute on this occasion. Other records, policies and procedures that support the setting to promote positive outcomes for children are appropriately maintained. For example, systems for checking that staff are suitable to work with children, are fully in place. Safeguarding procedures and risk assessments are used effectively to ensure children are safe and secure.

Positive links with parents and carers ensure that children's individual needs are well met. Parents and carers are very happy with their children's progress and enjoyment at the setting. For example, parents state that their children are making 'amazing progress' and 'coming on in leaps and bounds' at the setting. The senior staff are committed to driving improvement and encourage staff training and development. However, although self-evaluation is in place, it is not used effectively to identify the setting's strengths and priorities for development that will improve the quality of provision for children. Recommendations from the previous inspection have been appropriately addressed. Staff work as a cohesive unit, providing a stable environment for children. They know how well children are progressing, and use this to support children's development.

A good equality and diversity policy is in place which is implemented well by all staff. The provision supports and promotes inclusive practice by ensuring that all children are warmly welcomed and successfully encouraged to participate in activities. However, the use of resources which reflect the children's backgrounds and the wider world to help them develop their understanding and acceptance of people's similarities and differences are less well managed. The setting enjoys a very constructive dialogue with the nursery school which helps children progress and move on. This effective partnership with other providers ensures that there is a consistent level of understanding for the needs of all children who attend the setting.

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

Children are made to feel welcome because staff supervise them well, are attentive, interested and responsive. Children behave very well because they are respected and made to feel part of the group. Staff are warm and caring with children so that they are confident and secure in their care. Children are developing a good understanding of health and hygiene and enjoy the social experience at meal and snack times. Staff involve children in meaningful conversations and reinforce appropriate behaviour through praise. Relationships between all children are very good. Children are developing an appropriate understanding about how to stay safe. For example, children regularly practise emergency evacuations and learn how to use scissors safely. Most resources, toys

and activities are easily accessible to children which encourages them to develop independence and exercise choice during their play.

Staff help children to play, making learning fun and enjoyable. They plan activities so that children are involved in decision making and experience a balance of adult-led and child-chosen activities. Activities are arranged to stimulate interest and they support good progress in communication and thinking skills. For example, young children enjoy playing with a doll and blanket and staff effectively extend their vocabulary by naming objects and encouraging them to repeat the word, such as 'nappy' and 'blanket'. They then enhance this play by suggesting they change the baby's nappy, to which children confidently say 'lie down' as the doll is placed on the ground. This shows good use of arising opportunities to capture children's interest and promote their learning. Children have daily opportunities to use a range of resources both indoors and outdoors in the school grounds, including growing fruit and vegetables.

Staff help children develop their creativity, for example, when a basket of fabrics is offered, the children excitedly decide to make a den. Staff then help children to extend this to create a mermaids cave by attaching green and silver ribbons to the den to simulate seaweed. Children develop have good access to information and communication technology resources. They count regularly and develop good speaking and listening skills during the frequent discussions throughout their play, at snack and during role play. This helps them to develop the necessary personal and social skills to support their future economic well-being.

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	2
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	2

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	2
The extent to which children achieve and enjoy their learning	2
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	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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure systems are in place for informing Ofsted of a change of manager on the childcare premises (Changes to people) (also applies to the voluntary part of the Childcare Register). 20/01/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register (Changes to people). 20/01/2011