

Willows Educare

Inspection report for early years provision

Unique reference number 148968
Inspection date 08/12/2010
Inspector Lynne Bowden

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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

Willows Educare opened in 1998. The committee-run group operates from the Willows Educare building in the grounds of Heamoor County Primary School, a rural village on the outskirts of Penzance, in Cornwall. A maximum of 52 children may attend the provision at any one time. The setting is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The setting is open from 8am until 6pm for 51 weeks of the year. Flexible nursery education sessions run throughout the day during term times only. The out of school club operates from 8am until 8.45am and 3.20pm until 6pm during term times, and from 8am until 6pm during school holidays. All children share access to a secure, enclosed play area. There are currently 89 children in the early years age range on roll. The setting receives funding for nursery education. Children come from surrounding towns and villages. The setting currently supports some children with learning difficulties and/or disabilities, together with children who have English as an additional language. The setting employs 16 childcare staff of whom 15 have early years qualifications to NVQ Level 2 or above. The setting receives support from an advisory teacher from the Local Authority Family Services and the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children become confident and secure at this welcoming setting. Staff plan and provide a range of activities which interest children and promote their learning and development. Staff are aware of some of the setting's strengths and weaknesses. Parents are generally well informed about the provision and their children's achievements. A key strength of the setting is its work with other providers to support transition. Links with outside agencies promote children's development and support staff in meeting children's needs.

What steps need to be taken to improve provision further?

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

- develop further the communication methods between parents and staff to enable parents to play an active role in their child's learning at home.

The effectiveness of leadership and management of the early years provision

Children are safeguarded extremely well by the effective recruitment and vetting procedures which ensure that children are cared for by suitable and qualified staff. The very thorough safeguarding children policy and procedures are understood by the well-trained staff. This enables them to act appropriately to safeguard children. Highly effective risk assessments are carried out to keep the environment safe,

with exceptional arrangements made to ensure the premises are safe and secure.

Staff make sure that children develop good hygiene habits; they ensure children all wash their hands at appropriate times. Babies and young children are protected from cross-infection as a result of stringent procedures. For example, staff follow effective nappy-changing routines and do not wear shoes in the baby area, which keeps the floor clean. The staff have taken effective steps to address weaknesses identified previously, and the reflective practice at the setting has enabled staff to identify areas for development. This has led to alterations in use and layout of the rooms and outdoor play areas. Equal opportunities and difference and diversity are well promoted.

The staff are very experienced at following the Special Educational Needs Code of Practice and are effective at meeting the needs of children through close partnership with parents and other agencies. They also have highly effective partnerships with other providers of the Early Years Foundation Stage, and local schools to provide continuity of care and support children's transitions. Partnership with parents is effective. Parents praise the setting and staff for their part in their children's development and generally feel well informed about their children's progress. However, parents are not always made fully aware of the future learning needs for their child, as identified by the staff team, which hampers their ability to offer additional learning opportunities at home.

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

Children grow secure and confident at this setting, because staff take account of and respect their preferences and wishes. Children make good progress in all areas of learning; they are engaged and interested in the range of activities and resources available to them. Routine activities are used by staff, to enable children to practise and develop their skills purposefully. For example, children help prepare fruit for snack, and work together to set up the correct number of chairs for snack time. They learn about eating healthily and develop independence as they dress themselves appropriately in readiness for outdoor play. Daily access to the outdoor play area enables children to enjoy the fresh air and explore their environment. Children learn the importance of good hygiene as they wash their hands before meals and after playing outside. All these enable children to develop a good awareness of a healthy lifestyle.

Children develop confidence as they enjoy singing familiar songs and attempt to keep time with musical instruments as they sing. Children enjoy sharing and exploring books. Babies crawl in safety on clean carpeted areas and have their physical and dietary needs well met. Sleeping babies are kept safe by staff making frequently checks on them in addition to continually listening to the baby monitor and responding immediately to a child's cry.

Children thoroughly enjoy learning about colour and shape as they use different shaped sponges to print with paint. They discuss how to keep themselves safe, for example through discussion about how high to climb to hang decorations. Children

become aware of the needs of others and develop negotiation skills because staff quickly intervene in any disputes and help them negotiate and resolve their differences. Children learn to respect and value diversity and difference as they learn about each other's cultures and develop a sense of pride in their own cultures. They are learning some sign language to enhance their communication skills and promote inclusion. Children make good progress with their language, communication and literacy skills; they are effectively developing their skills at using electronic toys and computers.

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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
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	1
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