

Calcot Manor Creche

Inspection report for early years provision

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EY261552

Inspection date

24/01/2011

Inspector

Angela Cole

Setting address

Calcot Manor Hotel, Calcot, Tetbury, Gloucestershire, GL8 8YJ

Telephone number

01666 890391

Email

ball@calcotmanor.com.uk

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

Calcot Manor Crèche was registered in May 2003. It operates from the first floor of a converted barn within the grounds of Calcot Manor Hotel. It is located near the rural market town of Tetbury in Gloucestershire. The crèche serves staff and guests of the hotel and its health club. Facilities for children aged under eight include a reception area, main room, kitchen area, sleep room and toilets. A separate mezzanine area is designated for sole use of children aged over eight years. Access to the crèche is via one flight of stairs. The crèche is open every day of the year between 9am and 5.30pm with different times on Christmas Day (10am to 1pm) and Boxing Day (10am to 3pm). The crèche is not available between 12.30pm and 1.30pm to children staying at the hotel.

The crèche is registered with Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children aged from birth to eight years, including six aged under two years may attend at any one time. The crèche is open to children aged up to 16 years old. The number and ages of children attending or on roll fluctuates daily. There were three children in the early years age group on roll on the day of inspection.

The crèche employs 18 members of staff working shift patterns to cover these times. Over half of the staff hold appropriate early years qualifications. The core members of staff are employed full-time and are qualified at Level 3. Of these, two hold a Level 4 qualification in Children's Care, Learning and Development and one is working towards a degree in Early Childhood and Education.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The crèche welcomes all families and children enjoy the time spent here. Children make sound progress in their development as they are suitably challenged in most areas. The premises are secure and staff promote many aspects of children's health and safety with success. Through the developing key person system, staff recognise that each child is unique and effectively support children's relationships and behaviour. Partnership with parents and carers is sound, though the crèche has not yet built links with other settings offering the Early Years Foundation Stage. All core staff are involved in evaluating the crèche's strengths and 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 the first aid box has appropriate contents to

31/01/2011

meet the needs of children (Safeguarding and promoting children's welfare).

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

- retain written parental permission for children to take part in outings
- review monitoring systems to check the rate of progress that children make in each area of learning
- develop children's use of physical resources for climbing and balancing and their access to outdoor play
- build links with other providers offering the Early Years Foundation Stage to ensure all adults communicate and work together so that there is continuous and consistent care.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding are sufficiently robust to ensure that children are appropriately protected. Suitable procedures are in place and staff members have received training so, overall, they have the skills and expertise required.

Employment procedures ensure that new staff members are suitable for their roles while detailed induction and informal appraisal help to identify and address training needs. The environment in which children are cared for is safe and supportive as a risk assessment programme reduces dangers and staff take positive steps to eliminate risk. There is a first aider on the premises at all times. However, systems do not ensure that all items in the first-aid box are in date, which poses a possible risk to children's health.

Partnerships with parents are soundly established and make a positive contribution to the children's well-being. Most required consents are obtained from parents, though permission for outings is not retained for every child. Families are suitably informed about the crèche and enjoy regular opportunities to liaise with staff and discuss their child's progress. Their comments on their children contribute to assessment arrangements, whilst the use of parent questionnaires mean that their views are actively sought and valued. Links with other professionals involved in children's welfare and education are less well established.

There are effective arrangements to promote equality and diversity as staff identify and address children's specific needs. For example, those who speak English as an additional language are supported to recognise words in their home language and children's dietary needs are suitably managed. The crèche uses a variety of appropriate strategies to evaluate the quality of the provision. Staff reflect on practice and identify areas for improvement as, for example, quarterly team meetings are used to discuss ideas arising from training. Actions and recommendations were set at the previous inspection concerning risk assessment, policy implementation, self evaluation, support for children with special educational needs and/or disabilities, daily outings and partnership. Arrangements mean that appropriate action has been taken to address all but the last of these issues and

positively improve outcomes for children.

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

The children are suitably supported to settle and staff take note of any parental requests to follow the home routines. They learn sound hygiene practice before eating healthily at snack-times and drinks are regularly made available. The comfort of babies is assured because the staff change nappies promptly. The children receive cuddles and reassurance that give them the confidence to join in activities and try things for themselves. Newly arriving children are offered activities, such as colouring in and sticking, for which adults set out a range of tools and materials. They gain confidence to choose from equipment that is labelled and stored at their height, including many small-world toys and construction kits. They sometimes paint, use play-dough and explore changes in cooking ingredients to make, for example, 'crispy' cakes.

Children persevere at puzzles and use some mathematical language in their play, for example, as they learn to recognise shapes through a computer program. They have opportunities to listen to stories and are keen to snuggle up with staff to look at books. They are encouraged to develop their communication and language skills and also to value the diversity of language spoken by children at the setting. The children play amicably alongside each other and the staff are on hand to remind them of rules to promote positive behaviour. In this way children develop some skills for the future. Staff observe children who come regularly and use the next steps recorded in their learning journals to plan activities suitable for groups and named individuals. The children's achievements are not monitored to check their progress towards each early learning goal.

The children happily entertain themselves as they explore the quality resources in the crèche. Here they play with sand, scooping it to fill buckets successfully and the staff accept 'flavoured ice-creams'. The 'kitchen' area is well used as children pretend to cook and care for their 'babies'. Young children investigate different textures in the 'treasure' basket, including material and bangles. Indoors, the children run safely, manoeuvre dolls' pushchairs and propel sit and ride toys at speed. However, there is no accessible equipment to challenge children to balance and climb to further encourage their physical development. Children staying at the crèche for longer periods are taken out for a lunch-time walk if the weather is suitable. They explore the local environment and, sometimes, visit a play area with larger physical equipment. With the aid of technology, they watch live pictures of birds and then bees in a nesting box and are also interested in the varied activity on the hotel site, such as the arrival of helicopters and horse-drawn vehicles for weddings.

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	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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