

Ipswich Opportunity Group

Inspection report for early years provision

Unique reference number	251532
Inspection date	31/01/2011
Inspector	Moira Oliver

Setting address	558 Woodbridge Road, Ipswich, Suffolk, IP4 4PH
------------------------	--

Telephone number	07746580132
Email	ips.opportunitygp@btinternet.com
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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

Ipswich Opportunity Group is managed by a voluntary management committee. It opened in 1993 and operates from the large hall in the Salvation Army Citadel in Ipswich. The group operates three sessions a week during term times. It opens on Monday from 10am to 11.30am for children with special educational needs and/or disabilities under two and a half years. Two further sessions are run on Monday from 1pm to 3pm and Friday from 10am to 12pm for children with special educational needs and/or disabilities aged up to five years and their siblings. The group also opens during some school holidays. Parents and carers attend sessions with their children. There is no outside play area.

A maximum of 16 children may attend the setting at any one time. There are currently 20 children on roll, all of whom are within the Early Years Foundation Stage and attend on a part-time basis. The setting also offers care to children aged over five years and is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The group supports children with special educational needs and/or disabilities and children who are bilingual or speak English as an additional language.

The group employs four members of staff and has six volunteers who work with the children. They also receive regular support from health professionals.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The staff demonstrate an insufficient understanding of the Early Years Foundation Stage requirements and their responsibility to fully safeguard children. Some essential documentation is not in place, including risk assessments, and staff qualifications are not adequate. There are limited processes for evaluation and, consequently, insufficient action is taken to secure improvement. However, children enjoy their time in the setting and are generally well cared for and able to make progress in their learning and development. The staff understand the importance of working closely with parents and children settle well.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- take necessary steps to safeguard and promote the welfare of children with regard to implementing and understanding appropriate policies and procedures (Safeguarding and promoting children's welfare; also
- 28/02/2011

- applies to both parts of the Childcare Register)
- ensure that at least one person who has a current paediatric first aid certificate is on the premises at all times and request written permission from parents for seeking emergency medical advice or treatment (Safeguarding and promoting children's welfare; also applies to both parts of the Childcare Register) 07/02/2011
- conduct an annual risk assessment which includes aspects of the environment that need to be checked on a regular basis and keep a record of these particular aspects and when and by whom they have been checked, for example, consider the safety of the fire doors (Suitable premises, environment and equipment; also applies to both parts of the Childcare Register) 28/02/2011
- ensure that the manager holds a full and relevant Level 3 qualification (Suitable people; also applies to both parts of the Childcare Register) 28/02/2011
- ensure that each child is assigned a key person (Organisation) 28/02/2011
- maintain daily records of children's hours of attendance (Documentation; also applies to both parts of the Childcare Register). 07/02/2011

To improve the early years provision the registered person should:

- improve the organisation of the setting by developing the use of self-evaluation to identify areas for improvement in all areas of the Early Years Foundation Stage
- improve the use of observation and assessment to identify learning priorities for each child and use these to inform planning.

The effectiveness of leadership and management of the early years provision

Children are not fully protected from abuse or neglect as the staff do not have a clear understanding of their roles and responsibilities towards safeguarding. Policies lack detail and are not reviewed on a regular basis. There are no procedures available to share with the parents in the event of a lost or uncollected child. Daily checks are carried out to make sure that the premises are safe. For example, a gate ensures that children cannot leave through the main entrance unsupervised, areas are clear from hazards and the premises are clean. However, on the day of inspection there was no evidence to show that risk assessments are in place. For example, the fire doors are easy to open and lead directly to the car-park. This is not identified by the staff as being a potential risk where children could leave the premises unsupervised.

The setting does not have effective systems in place to identify weaknesses and secure improvement, and recommendations from the previous inspection have not

been addressed effectively. For example, parental permissions for emergency medical treatment and advice are still not in place for all children and their hours of attendance are not recorded.

The coordinator holds appropriate qualifications to care for children. However, on the day of the inspection there was no evidence to show that the person in charge holds a full and relevant qualification as defined by the Children's Workforce Development Council. Furthermore, children's health and safety are potentially compromised as there was no evidence to confirm that at least one member of staff has a current paediatric first aid certificate.

The setting is bright, stimulating and welcoming when the children arrive. It is arranged into clearly defined areas, such as, craft, role play, books and a sensory area, and children happily explore all areas. Staff greet the children and parents and are very attentive, ensuring children have a strong sense of belonging. However, a key person system is not in place to build a close emotional relationship with individual children and their parents, and to observe and plan the next steps in their learning and development. Staff informally plan for the children, ensuring that they have some activities and resources available that they know the children enjoy. However, the planning is not informed by identifying priorities for each child's next step in their learning and development. For example, the craft activity is organised by the staff and, although some children enjoyed it, it was very adult led and did not provide much opportunity for individuality or creativity. Children stuck pre-cut shapes of clothes onto pre-cut shapes of dolls as adults helped them to put them in the appropriate places.

Parents attend the sessions with the children and speak very highly of the staff and facilities. They gain a lot of support from the staff and from the other parents as they discuss the needs of their individual children. They have opportunities to be involved in the activities and their children's learning as well as time to chat with the other parents. Trusting relationships have developed and parents are consulted about dietary needs and which chair they would like their child to use at the table. The staff work closely with other professionals involved in the children's care and development to ensure that the children receive continuity of care.

The staff treat the children with respect and value their individual personalities. They show kindness and acceptance as they support all the children to take part at their own level. They ensure all children are able to access the toys and activities in order to build confidence and independence. For example, staff walk around on their knees to support a child's walking, enabling them to access the whole range of activities and resources. Children feel valued as staff clap their hands to celebrate their achievements when taking part in the sticking activity. The setting provides for several children who are bilingual or speak English as an additional language. They are supported well with lots of picture clues, extensive use of sign language, gestures and praise. Parents attend the sessions and provide valuable support to help children to understand and feel secure.

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

Children are happy, confident and enjoy their time in the setting. They happily come in and some smile and show excitement as they are greeted. Staff welcome the children and their parents and get involved in the children's play. They know the children well and are aware of when to support them and when to step back and let them play independently. Babies and very young children enjoy cuddles with staff as they sing nursery rhymes to them.

Children are developing a love of books as they access them independently from an inviting display. They carefully turn one page at a time as they go through the book over and over again. They enjoy sharing stories with staff and excitedly try to help turn pages. Children's communication skills are developing as staff talk to them in their play, sing songs and use rhymes. They use signs to help children to communicate and pictures are used to help them make choices.

Staff play with the children, pointing to their eyes, nose, mouth and ears as they begin to recognise parts of their own bodies. They actively take part in counting rhymes as they buy currant buns using laminated pictures. Children use their imagination as they pretend to eat the play food and cook in the play kitchen. They put dolls in the cots and push chairs and arrange people and furniture in the doll's house. Children's physical skills are developing well as they learn to roll over on the mat to stretch for toys placed just out of their reach. They are encouraged to walk and crawl as they explore their surroundings and trolleys and doll's pushchairs are available to support walking. Children use brushes for paint and glue sticks for sticking, picking up small pieces of paper to stick on their doll cut-outs, developing their fine motor skills.

Children's health is promoted through routine activities, such as, cleaning hands before snack. Their dietary needs are met as staff ensure that they work with the parents to find out what the children eat and whether they have any allergies or food intolerances. They enjoy healthy snacks of yoghurt and banana and some manage to feed themselves. Occasional visits to the park provide opportunities for fresh air and exercise as they explore their local environment. They learn to keep themselves safe as they are encouraged to sit to eat and drink and helped to use the equipment safely.

Children behave well, they are very well supported and receive high levels of individual attention when needed. Staff are very aware of where each child is during the session and whether they need adult help. The staff create a calm and caring atmosphere where children feel valued and supported.

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?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
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	4
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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:

- take action as specified in the early Years section of this report (Arrangements for safeguarding children; also applies to the voluntary part of the Childcare Register) 28/02/2011
- take action as specified in the early Years section of this report (Records to be kept; also applies to the voluntary part of the Childcare Register) 07/02/2011
- take action as specified in the early Years section of this report (Suitability and safety of the premises and equipment; also applies to the voluntary part of the Childcare Register) 28/02/2011
- take action as specified in the early Years section of this report (Qualifications and training; also applies to the voluntary part of the Childcare Register) 28/02/2011

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 early Years section of this report (Arrangements for safeguarding children also applies to the compulsory part of the Childcare Register) 28/02/2011
- take action as specified in the early Years section of this report (Records to be kept; also applies to the compulsory part of the Childcare Register) 07/02/2011
- take action as specified in the early Years section of this report (Suitability and safety of the premises and equipment; also applies to the compulsory part of the Childcare Register) 28/02/2011
- take action as specified in the early Years section of this report (Qualifications and training; also applies to the compulsory part of the Childcare Register). 28/02/2011