

Ashington Minors

Inspection report for early years provision

Unique reference number	EY346062
Inspection date	09/02/2011
Inspector	Anthea Errington

Setting address	Back Sycamore Street, ASHINGTON, Northumberland, NE63 0AH
Telephone number	01670 858887
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

Ashington Minors Limited was registered in 2007. It is located in a purpose-built building in a residential area of Ashington, Northumberland. The setting provides full day care, sessional care and out of school care for children from the surrounding area. Opening hours are Monday to Friday 7am until 6.30pm throughout the year. Children have access to a designated playroom, toilet facilities and an outdoor play area. The setting is registered to care for a maximum of 68 children aged from six weeks to eight years of age. The setting also provides care for children aged over eight years. It is registered by Ofsted on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. There are currently 72 children on roll, of whom 34 are in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children are cared for in a welcoming and inclusive environment where their learning and development needs are sufficiently met by staff members who are warm and caring towards them. Clear systems to observe and assess their learning and plan for their next steps of development are in place. Effective links with parents and other providers of the Early Years foundation Stage are in place which ensures they are kept informed. Most documents are in place and sufficiently organised, however, children's safety is compromised as the setting does not request and obtain written permission for emergency medical care and treatment of children. This is a specific legal requirement of their registration.

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:

- request written permission from parents for seeking emergency medical advice or treatment 23/02/2011

To improve the early years provision the registered person should:

- where possible link the indoor and outdoor environment so that children can move freely between them
- ensure fire drills are regularly practiced and recorded in fire log book
- develop procedures to promote reflective practice and self-evaluation, and identify priorities for development to improve outcomes for children
- ensure the correct contact details for Ofsted are included in the policies and

procedures.

The effectiveness of leadership and management of the early years provision

Staff members are clear of their role and responsibilities to ensure children's safety and well-being and of the procedures to follow should they have concerns. The written informative policy relating to safeguarding ensures parents are aware of the procedures followed. Most required documents are in place, including accident, medication and attendance records. However, fire evacuation practices and records are not up-to-date and the contact number for Ofsted is not correct. Appropriate written risk assessments ensure children's safety, both in the setting and on regular outings, including school pick-ups. The specific legal requirement of the Early Years Foundation Stage Framework to request and obtain written permission for emergency medical care and treatment is not in place, which compromises children's safety.

The setting has no formal system to evaluate their provision to improve outcomes for children. However, recommendations from the previous inspection have been met and the staff team are currently arranging fundraising events to make improvements to toys and resources. Ongoing training ensures staff continue to develop their childcare knowledge and skills. Observation and assessment of children is in place which is linked to the areas of learning. This is used to plan and reflect personalised learning for children within the Early Years Foundation Stage. This means that children are effectively engaged in meaningful activities which are based upon their individual needs. The setting displays a positive attitude towards equality and diversity and all children are encouraged to participate in the full range of activities available. Children are taught to respect and accept differences and have access to a good range of resources which further develop their awareness and understanding of the wider world.

Staff are very friendly and welcoming, and positive relationships with parents and carers are maintained. They complete learning journals for each child with detailed observations and assessments of their learning, as well as daily diaries for younger children and babies. Consequently, parents can contribute towards their children's learning at home from the clear information provided to them. Parents state that they are really proud of their children's achievements and grateful for the help the staff team provide. The setting is aware of the benefits of sharing relevant information with other practitioners to ensure continuity of care and regularly shares information to support children's overall learning and well-being.

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

The staff team are well informed and have a clear understanding with regard to the Early Years Foundation Stage. They know the children well to effectively plan for their individual development needs and provide them with a good range of activities to support their overall learning and well-being.

Children are happy to make their own choices and independently select from the resources available to them. They constantly receive purposeful support so they feel safe, valued and secure, which increases their desire to learn. Children are confident to express themselves and fully interact with staff, asking many questions to make their request known. Young children use single words and hand gestures to communicate with staff, pointing and holding their hands out. Staff members respond to them with warmth and kindness. This demonstrates a sound understanding of supporting children's communication and language skills. Children have lots of fun as they play with the play dough, wet sand and water trays, and make good progress in their numeracy skills. They skilfully count the six cakes they make with the dough and show delight in the patterns they make in the sand and dough. Children practice their measuring skills as they pour water into various containers and skilfully identify when they become full or empty. Children have lovely opportunities to discover shapes as they wave the colourful ribbons in the breeze outdoors. Children have sufficient opportunities for exercise and fresh air as they regularly play outdoors, however, the link between outdoors and indoors has not been sufficiently developed for them to move freely between the two areas. Children have good opportunities to develop their information and technology skills as they play with a range of programmable toys, including CD players and children's computer programs.

The setting takes all reasonable steps to ensure the children's welfare needs are met. Children are provided with healthy and nutritious foods that fully comply with their dietary requirements. They enjoy nutritious meals and have access to regular drinks. Young children recognise when they are thirsty and point to the covered jug of water and cups available. Children demonstrate their feeling of being safe as they approach the staff for comfort and reassurance. Staff gently remind children to be careful as they enthusiastically move around the premises, supporting their understanding of their own safety as well as others. Children behave very well and respond positively towards staff members. They have realistic expectations in accordance with children's ages and stages of development and respond towards them with patience and purposeful care.

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	3

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	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	4
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	2
The extent to which children feel safe	4
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