

Dawes Community Childcare Centre

Inspection report for early years provision

Unique reference number 160294
Inspection date 02/03/2011
Inspector Beryl Witheridge

Setting address The Dawes Community Centre, Forstal, Hernhill,
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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

Dawes Community Childcare Centre opened in 1992 and operates from two rooms in a community centre. It is situated in the village of Hernhill, Faversham. Kent. A maximum of 33 children may attend the centre at any one time. The centre provides a breakfast club, a pre-school, an out of school club and a holiday play scheme. It is open each weekday from 8am to 6pm for 50 weeks of the year. The pre-school is open each weekday from 9.00am to 3.00pm for 38 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 31 children aged from two to under five years on roll in the pre-school. There are 35 children aged between four years and 11 years attending either the breakfast club, the after school club or the holiday play scheme. Children aged three and four years receive funding for nursery education. This provision is registered on the Early Years Register and on both the Voluntary and Compulsory parts of the Childcare Register. Children come from a local catchment area. The centre currently supports a number of children with special educational needs, and also supports a number of children who speak English as an additional language.

The centre employs eight staff. All of the staff, including the manager hold appropriate early years qualifications. Two staff are working towards a further qualification. The centre receives support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The centre promotes the unique needs of each child and supports their welfare and learning. Children explore within safe boundaries and enjoy being with staff and one another. The partnerships between the setting, parents and other agencies such as childminders and schools, are established and help to ensure that the care and learning needs of the children are being addressed. Although how the Early Years Foundation Stage is implemented is not fully understood by all parents. All staff are involved in the evaluation process for the provision and the group has identified strengths and weaknesses and areas for improvement. Ongoing aims to develop the provision helps to promote the outcomes for the children.

What steps need to be taken to improve provision further?

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

- improve the two-way flow of information with parents to promote a shared understanding of children's individual needs and involve parents in practical ways to support their child's learning and development
- maintain the temperature which ensures the comfort of the children and staff

- review the behaviour management procedures so that staff are aware of what children are doing and know how to deal with it appropriately.

The effectiveness of leadership and management of the early years provision

The provision for safeguarding is comprehensive and thorough. The vetting procedures for new staff are robust and ensure that staff working with the children are suitable to do so. The safeguarding policy has recently been updated in line with the Local Safeguarding Children Board procedures and staff understand their role and responsibilities and know what to record and who to report to should they have any child protection concerns. Risk assessments are thorough, dated, identify hazards and indicate actions taken to minimise recognised hazards throughout the centre both indoors and outside. Children practise an emergency evacuation procedure regularly, so they are prepared for an emergency should it arise. Staff record the names of all children who have taken part to ensure that all children have been included.

Staff, parents and children are all involved in the self evaluation process, which is ongoing, they identify their strengths and weaknesses, identifying areas for future improvement and setting action plans in place to achieve these. The annual appraisal systems help staff to identify their own strengths and weaknesses and the ongoing training and professional development of the staff helps to ensure better outcomes for the children. Their knowledge and commitment ensures children's welfare, learning and development needs are effectively met. Recommendations, for improvements from the previous inspection have been addressed but parents' understanding of the Early Years Foundation Stage is not fully embedded. Policies and procedure are extensive and effective and have recently been updated to ensure they meet the current requirements.

The centre provides children with a welcoming environment where toys and play materials are arranged in the six areas of learning. Children have free access to resources which allows them to make choices and decisions about what they want to do, increasing their confidence and independence as well as taking part in adult led activities which are aimed at their learning and developmental needs.

Equality and diversity are a fundamental part of the centre; all children and their families are welcomed and individual needs addressed. Parents come into the centre to share their culture, background, language and celebrations with the children so that children have a better understanding of the wider world. Parents provide items from home, the translation of occasional or significant words and these are displayed around the room for the children and staff to recognise and help celebrate similarities and differences.

Clear assessments of individual achievements are carried forward from information given by parents when the children first start. Qualified and competent key persons identify and assess starting points to plan next steps to learning. The planning is clearly led by the next steps and the interests of each child. The weekly plans indicate which adult led activity is being aimed at which children and why.

There is a check at the back of each child's record book which tracks their progress to ensure they are moving forward. All areas of learning are covered and children are moving forward in their learning and development.

The partnership with parents, carers and others is fully established. Newsletters, notice boards and displays inform parents of children's daily experience. Parents are invited to attend the centre to experience their children's learning through play; they contribute willingly by coming in to share their expertise and skills or to read stories to the children. The staff are aware of children who attend other providers of the early years foundation stage or have additional carers. They work with parents to extend children's learning. The children receive visits from others from their community such as the community dentist, the Discovery Bus and the mobile library. They are able to meet other adults and children in safe surroundings and learn more about their environment and the world around them.

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

Children show they feel safe. They are happy, settled and secure because staff provide close care, are attentive and respond to their needs. They sit with them on the floor as they take part in activities such as music time where they are singing and accompanying themselves with a selection of musical instruments from around the world. The children pick their favourite story for story time and love the puppet which staff use to read the story. Children join in eagerly, they predict what is going to happen next, and they repeat sections of the text and answers questions about the story with enthusiasm. Children gain confidence and the acquisition of language skills. Individual needs and interests are identified early and closely followed with expanded resources or activities that reinforce and focus learning. Information from observation and assessment, children's next steps and the well documented interests of the children are used very effectively when planning activities tailored to reflect differentiation. Resources are organised into accessible and attractive areas, enabling children the opportunity to decide what they would like to do. The laptop is on, a programme activated and children choose to use it independently. The outdoor area is being developed; the group has purchased a fence which now allows the children free flow play between indoors and outside. The children understand the need to put on their coats and boots when they are outside. The use of the outdoor area has extended their learning abilities and offers them new challenges as well as helping to improve their physical development. But as the door has to be left open to allow for the free flow play it does mean that in the cold weather the indoor temperature falls rapidly and becomes uncomfortable for the children playing inside.

Children enjoy working with the wood work bench where, under supervision, they are able to use real tools to make their designs. They know their work is valued as staff ensure it is creatively displayed. Children attempt to write their own name, some successfully. Children's imaginative play is very well supported and reflects a growing understanding of the world about them. Dressing up items are directly accessible and all children enjoy the opportunity to use their imaginations and join

together to develop their ideas.

Children eagerly and competently operate the laptop. Others watch and wait quietly for their turn. Children learn to be patient, to focus and to take turns with resources. They are learning future skills and behaviour as they listen to what others say with support from staff who, as role models, speak calmly and provide time for each child to express themselves. Although on occasions there are a few children who do not want to conform and staff patiently and calmly speak to them explaining why their behaviour is unacceptable and the effect it may have on the other children. Children enjoy making a positive contribution to the routine of the day. They tidy away equipment and recognise their own and some others names from name cards they use to self-register for snack. Overall, an inclusive and welcoming service is provided.

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