

Places for Children

Inspection report for early years provision

Unique reference number EY278043
Inspection date 23/02/2011
Inspector Sheila Harrison

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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

Places for Children Day Nursery opened in 2004. It is part of a nationwide chain supported by a not for dividend organisation and operates from a purpose built building in Watford, Hertfordshire. It works in partnership with South Oxhey Children's Centre and serves the local community. The setting is on two floors and is accessible to all children and there is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday 8am to 6pm all year round. Children are able to attend for a variety of sessions. A maximum of 60 children may attend the setting at any one time. There are currently 76 children attending who are within the Early Years Foundation Stage. The setting receives funded early education for three- and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs 14 members of childcare staff. Of these, one holds an appropriate early years qualification at Level 2, eight at Level 3 and three at Level 4. One member of staff has a degree in Early Childhood Studies and Early Years Professional Status. There is one qualified teacher. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time in the setting. They are making good progress in their learning and development and are mostly actively engaged in their play. The setting is accessible, inclusive and welcoming, and staff are very aware and respond to the individual needs and interests of the children. This ensures that the uniqueness of each child is fully recognised. Children are effectively safeguarded and protected. Records and procedures mostly ensure their safety. Children benefit from a close partnership with parents and professionals. Improvements identified by the setting have had a positive impact on the quality of the early years provision and the outcomes for children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that an accurate record is kept of the names of the children looked after on the premises and their hours of attendance (Documentation). 10/03/2011

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

- review the routines and deployment of staff to ensure that every child receives an enjoyable and challenging learning experience that is tailored to meet their individual needs with regard to ensuring children's play is supported and extended as well as the personal care routines.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust, regularly reviewed, carefully managed and understood by those who work with the children. Staff are suitable to work with children and demonstrate a high level of commitment to promoting their safety. Children are taught to be safety conscious without being fearful as they confidently use the stairs and frequently practice emergency evacuation drills. However, children are not always signed in on the daily register in a timely manner. Effective procedures are in place for identifying any child at risk of harm and liaising with the appropriate child protection agencies.

The environment in which children are cared for and educated is generally supportive. Children's development is broadened as the setting makes very good use of the garden. The premises are safe and well cared for, information for parents is well displayed and there are low level photographs of the children enjoying their play. This helps to develop a secure sense of belonging, although the arrangements for changing children and the routine of moving around the premises are not fully conducive to their development. For example, children are spending too long waiting to take their turn without being engaged in their learning. The available resources are good quality, plentiful and fit for purpose. They are mostly used well to achieve the planned goals in learning and development. However, for the older/more able children some equipment does not offer sufficient challenge and staff are without full information on appropriate intervention to extend children's spontaneous play and thinking. The provider is taking appropriate steps to ensure the environment is sustainable. Children have planted fruit trees in the garden, they take an active part in recycling materials and have achieved a silver award for 'Eco schools' status; they are aiming for the gold award.

Staff appropriately and actively promote equality and diversity and tackle unfair discrimination. They are improving by taking effective steps to close identified achievement gaps as they support children with English as an additional language very well. Staff have used information from the parents and the internet to translate words into the children's home language. They provide many dual language books and have purchased tapes of nursery rhymes in the languages of the children attending. All young children learn 'baby signing' to help emerging communication skills. Staff promptly identify children's need for additional support sharing information and records with colleagues, parents and, where appropriate, with interagency teams to ensure that each child gets the help he or she needs.

The manager communicates high expectations about securing improvement. The strengths of the setting are recognised. Management, staff and parents contribute to the setting's self-evaluation process to continually reflect and assess all aspects

of the provision. The current plan for improvement is well targeted, promoting achievement for all children. Staff strive for improvement and to provide high quality care and education. They are enthusiastic and knowledgeable. Staff attend training and short courses to update their expertise.

The setting has highly positive relationships with parents and carers ensuring each child's needs are met. There is a well-developed two-way flow of information about their own child's achievement and welfare. Parents know their child's keyworker and can easily talk to the staff about their development at home. They are invited to regular breakfast meetings to see the setting in action and eat with the children. There are parents' evenings twice a year to talk to the keyworker and to discuss their child's progress at the setting. Staff encourage parents to share their child's development at home and this contributes to the planning and their child's learning journey. Children delight in taking home their room's soft toy with the parents writing his adventures in his diary. The setting has a dialogue with the children's other providers of the Early Years Foundation Stage, ensuring the continuity of learning and care for the children.

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

Children are enjoying their time at the setting. They are making good progress in their learning and development. Staff have a good understanding of the Early Years Foundation Stage and plan activities linked to children's interests. They assess children's learning well. 'Learning journeys' are completed for all areas of learning with observations and photographic evidence. These show children's achievements. Next steps in learning are clearly identified for each child and inform the planning.

Children are developing positive attitudes to learning. They have exceptional amounts of fun as they splash in the puddles and jump in the mud. Children observe the distance the splash travels. They repeat this action frequently each time they go outside to reinforce their learning. Children are learning about the local community as they visit the local library to celebrate 'World book day'.

Children behave very well and respond positively to adults and to each other. Staff are very respectful to the children and ask before they touch them to do any personal care. Staff are sensitive and consult children, for example, before tending a hurt leg. Children confidently talk to staff about their families and events important to them. Babies delight in seeing their family photographs in the homemade books. They turn the pages and enjoy seeing the pictures of their friends. Babies are tenderly supervised by caring staff who understand their needs and wishes. They expressed a wish for bananas at snack time and staff ensure this is available to them for the afternoon snack. They are content, happy and confident.

Children are helped to keep themselves safe as staff encourage them to adopt responsible practices, such as, tidying up and moving carefully around the premises. They use a dustpan and brush to sweep up spilt sand from the sand

tray. Children show a strong understanding of healthy living. They learn about healthy eating and the cook provides a wide range of tasty nutritious well-balanced meals and snacks. Children eat well and enjoy their meals. They are developing independence skills as they serve their own drinks at snack and meal times. Older children can independently use the toilets. Staff implement secure hygiene procedures throughout the setting to prevent the possible spread of infection. Children are knowledgeable about ensuring that they wash their hands to stop the germs hurting their tummies.

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	3
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

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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