

Eldean Childcare Limited

Inspection report for early years provision

Unique reference number

EY357555

Inspection date

15/02/2011

Inspector

Parm Sansoyer

Setting address

Duston Eldean Primary School, Main Road, New Duston,
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Telephone number

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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

Eldean Childcare Limited was registered in 2007. It operates from a mobile classroom in the grounds of Eldean Duston Primary, Northamptonshire. Children have access to an enclosed outdoor play area.

A maximum of 32 children may attend the pre-school sessions and a maximum of 16 children may attend the out of school provision. Currently there are 54 children on roll, all of whom are within the early years age group. There are 40 children on roll for the out of school sessions, of whom three are within the early years age group. The out of school sessions admit children up to the age of 13. The setting is registered with Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is open Monday to Friday during the school term time. Pre-school sessions are from 9am to 12 noon, with a lunch club from 12 noon to 12.30pm, and an afternoon session from 12.30pm to 3.30pm. The out of school sessions run from 7.45am to 8.50am and from 3.15pm to 5.30pm. Sessions are held during the school holiday, as and when required, from 8am to 6pm. Children attend for a variety of the sessions on offer. The setting is in receipt of funding for early education places.

The provision supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are eight members of staff, of whom six hold an appropriate early years qualification at Level 3 and the other two are unqualified. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are welcomed into a warm and friendly environment where staff recognise their individual needs. Children make steady progress in their learning and development. Appropriate planning ensures children receive a varied range of experiences across most areas of learning, but does not ensure staff maximise learning opportunities for children. There are appropriate procedures in place to ensure all children are kept safe and all staff have a sound understanding of safeguarding issues. Partnerships with parents and the host school are strong. The developing self-evaluation system identifies most of the strengths and areas for improvement of the early years provision.

What steps need to be taken to improve provision further?

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

- plan and provide a broader range of experiences across all areas of learning, both indoors and outdoors
- manage and maintain more effectively the use of resources to support and

- extend children's learning and development
- develop further the planning to ensure the learning intention of activities is clear
- develop the system of self-evaluation to identify the setting's strengths and priorities for development to improve the quality of the provision for all children.

The effectiveness of leadership and management of the early years provision

There are effective systems in place to ensure adults having contact with children are vetted and are suitable to do so. There are clear written policies and procedures in relation to safeguarding children and there is a relevant designated member of staff with overall responsibility. Staff have a satisfactory understanding of the safeguarding policy and the procedures to follow if they are concerned about the children's welfare and safety. The provision maintains and updates all the required records, policies and procedures to ensure the safe and efficient management of the service. Staff take positive steps to ensure that the children are safe indoors and outdoors and that the furniture, equipment and toys are suitable and safe by conducting risk assessments.

Partnerships with parents, carers and other agencies are good. Parents are kept well informed as they receive detailed information about the provision, framework and its policies. The notice board is used well and acts as a good reminder for parents. Parents are kept well informed about all aspects of their children's achievements and progress. There are effective systems in place to obtain their views at induction and during the term to help staff plan for their children's next steps. Staff regularly share children's developmental profiles with parents to keep them up to date. Also, the creation of a 'Well-Done' board offers parents the opportunity to add their observations and comments about their children's achievements. Links with the school and other settings that the children may attend are strong and help support continuity of care. Partnerships with other agencies are effectively established to help support all children, including those with special educational needs and/or disabilities. Parents of children who speak English as an additional language are warmly welcomed and positive strategies adopted to overcome difficulties in communication.

Weekly planning helps staff provide a varied range of experiences across most areas of learning. However, planning does not ensure children progress their reasoning, numeracy and literacy skills well. Staff provide a balance of adult-led and child-initiated activities and use an appropriate range of teaching methods to engage children. However, on occasions the learning intention of activities is not always clear and, therefore, children's ideas are not always fully exploited. The environment is organised with the children's needs in mind, which means children can usually access the resources available and show appropriate levels of interest in their play. However, although activities, such as the role play area, sand and water trays, are enjoyed by some of the children they are not efficiently maintained. They also do not incorporate a full range of experiences and resources. This impacts on children's learning, as new learning experiences and

new interests are not always promoted effectively. Staff make regular observations of what the children do and enjoy and use this information to help guide their planning.

The leaders of the group are motivated to seek further improvement and are focusing on priorities that have been identified. For example, the previous recommendations from the last inspection have been tackled well, especially in relation to helping improve partnerships with parents and carers. Self-evaluation is largely undertaken by the senior leaders and is based on appropriate levels of monitoring and analysis. However, the staff team are not formally involved in identifying the strengths and priorities for development. Therefore, the setting does not encourage a culture of reflective practice amongst all stakeholders, which limits the effectiveness of current self-evaluation practises.

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

Children are welcomed into a relaxed environment and show appropriate levels of interest in their chosen play. All children develop close relationships, which are warm and caring, and this leads to the growth of their self-assurance and sense of belonging. Children respond well during circle time, where they discuss and share their experiences. Clear explanations about what is available for them to play with prepares them well for the session. Children's communication, language and literacy skills are developing. They show a real interest in books and enjoy story time. A cosy book area incorporates a selection of books, which are freely accessed by the children during the session. A library system, which is used well by the children and their parents, further fosters this interest. Some children are beginning to develop an interest in early writing skills as they use a variety of writing materials, magic screens and chalk boards at the writing table. However, they have fewer opportunities to make marks during their play, such as in the role play area and when outdoors

Children are beginning to problem solve, make connections, count, sort and match as they build with construction toys and use puzzles and games. For example, many children show a keen interest during a shape lottery game, as they identify the shapes they need. Children also enjoy using the computer to match colours in a sequence. However, practical opportunities for children to learn about and compare weight, capacity and measurement through activities, such as the sand and water trays, are less well planned. Children begin to learn about their natural environment as they are encouraged to observe changes in the weather and seasons. Planned nature walks within the school grounds offer children first-hand experiences to observe and investigate creatures and objects in their natural environment. Practical opportunities for children to grow their own potatoes and plants help them to appreciate and care for their natural environment. Themed activities about a variety of festivals help children learn about their own and others cultures. Children enjoy creative play as they use a varied range of small world toys to play imaginatively on their own and in groups. They develop their creativity through a satisfactory range of arts and crafts activities and through using musical instruments at their own leisure. Children respond in a variety of ways to what

they see, hear, smell and touch as they play with dough, lentils, feathers, jelly and shaving foam. Children attending the before and after school sessions have access to a playroom which is well laid out. This helps them relax and freely access a varied range of toys and resources at their own leisure. The routine complements the school day well and children enjoy their time at the setting.

There are appropriate hygiene practices in place to prevent the spread of infection. Children benefit from a healthy snack and drink, which they enjoy. They enjoy being outdoors and freely use a range of small equipment, such as balls and hoops and wheeled toys to increase their physical fitness. Children are learning how to keep themselves safe through gentle reminders from the staff and understand that certain rules are in place for their safety. Children behave well, join in and make friends due to the consistent approach and support they receive from the staff. They make satisfactory progress in their learning and development, which helps them prepare for their future education.

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	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	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	3
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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