

The Laurels Child Care Company Ltd

Inspection report for early years provision

Unique reference number	EY337804
Inspection date	06/04/2011
Inspector	Cathryn Parry

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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*.

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Description of the setting

The Laurels Child Care Company Ltd is privately owned and managed. It was registered in 2006 and operates from two designated rooms and associated facilities in premises within the grounds of Laurel Avenue Community Primary School in Durham. Children access two secure enclosed outdoor play areas. The setting is open Monday to Friday from 8am to 6pm for 48 weeks of the year.

The setting is registered to care for a maximum of 26 children in the early years age group at any one time. There are currently 26 children on roll in the early years age group. The setting is registered by Ofsted on the Early Years Register and supports children with special educational needs and/or disabilities.

There are 10 members of staff, including the manager, who work directly with the children. The manager holds a degree in early years and has gained Early Years Professional Status. Three members of staff hold a qualification at level 4, five hold a qualification at level 3 and one holds a qualification at level 2. All qualifications held are in early years. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled in the friendly, welcoming environment. The manager and her team of staff ensure all children are included. The suitable range of resources gives all children the opportunity to make satisfactory progress in their learning and development. Systems for monitoring children's achievements are being developed. Most of the children's daily routines are suitably organised. There are appropriate systems in place to ensure continuous improvement is satisfactorily maintained.

What steps need to be taken to improve provision further?

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

- improve systems for monitoring and reflecting on children's progress, by ensuring observations are systematically linked to the early learning goals
- develop further relationships with parents and carers to involve them more fully as part of the ongoing observation and assessment process
- provide opportunities for older and more able children to increase their independence and self help skills during meal times.

The effectiveness of leadership and management of the early years provision

Children are protected well as the premises are secure at all times. This is supplemented with effective procedures for adults collecting children. The staff have attended relevant safeguarding training and demonstrate a secure understanding of associated issues. The effective recruitment procedure ensures staff are vetted with regard to their suitability, qualifications and experience in order to keep children safe. Regular risk assessments take place to effectively reduce the chance of accidents occurring. The satisfactory range of resources are appropriately organised to promote free choice and independence. Since the last inspection the manager and staff have attended a range of training to ensure they are up-to-date with any changes in legislation and to further their childcare knowledge.

The staff's positive attitude to equality and diversity and an adequate selection of resources encourage children's growing understanding of the wider community. Key workers speak to parents and carers on a daily basis to ensure they are informed of the activities their children have enjoyed. This enables them to continue their learning at home through similar experiences. Well established partnerships enable staff to liaise closely with other professionals, including health visitors and a communication worker to meet all children's requirements, particularly those with special educational needs and/or disabilities. Good systems are in place to ensure effective communication takes place between the staff and other practitioners on a regular basis. This enables them to complement and extend activities where children receive care and education in more than one setting.

The manager and staff satisfactorily evaluate the service provided. They gain feedback from parents, generally verbally, to give them a broader view of the service they offer. There is a commitment to improve outcomes for children, for instance the manager has accessed funding and ordered new resources, including more challenging climbing equipment for the outdoor area. The recommendations raised at the previous inspection have been positively addressed. This has a favourable impact on keeping children safe and satisfactorily raising their awareness of the wider community.

Staff regularly observe children to inform the planning. However, procedures for collating these observations are not fully developed to enable staff to clearly monitor and reflect on children's progress, with regard to the expectations of the early learning goals. Systems for involving parents and carers in the ongoing observation and assessment process are not well established to enable staff to track all the achievements children make.

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

The manager and some well established members of staff have a sound understanding of the Early Years Foundation Stage framework, which ensures it is appropriately implemented. Staff plan activities around the six areas of learning. Children are secure and demonstrate an understanding of how to stay safe, they learn right from wrong and are starting to take responsibility for their own actions, including helping to develop ground rules for the nursery. Children show developing levels of independence. However, opportunities for older and more able children to increase their independence and self-help skills during meal times have not been fully explored.

They celebrate a range of festivals that represent their own and other cultures, which raises their awareness of different traditions and beliefs. Babies and younger children develop a sense of self as they see their mirror image. Their knowledge and understanding of the world is promoted well as they explore natural resources such as pieces of wood and access the computer and interactive resources. Children are gaining an understanding of the living world, for instance when they hunt for worms. A variety of books are available for children to look at independently and with staff. Children enjoy mark making and are developing good hand and eye coordination. They show an awareness of shape as they complete jigsaws and access matching and sequencing resources to nurture their problem solving and reasoning skills. A variety of creative activities promote children's self-expression whilst having fun. These include enjoying songs and rhymes and accessing a range of musical instruments inside and out. They satisfactorily develop their skills for the future through their play and communications.

The extent to which children feel safe and learn how to stay safe is good. For example, gentle reminders from the staff not to rock on chairs in case children fall, road safety activities and regular fire drill practices effectively promote children's knowledge about personal safety. Children flourish as they access good opportunities for physical play, including regularly using the outdoor play areas. They have a growing awareness of healthy food options. This is effectively fostered through positive discussions at meal times, various baking activities and planting and nurturing carrots. Children are learning good personal hygiene through consistent routines and positive role modelling.

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	2
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	3

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	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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