

# Alton College Childcare Centre

Inspection report for early years provision

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| <b>Unique reference number</b> | 110007                                      |
| <b>Inspection date</b>         | 05/05/2011                                  |
| <b>Inspector</b>               | Alison Large                                |
| <b>Setting address</b>         | Old Odiham Road, Alton, Hampshire, GU34 2LX |
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| <b>Type of setting</b>         | 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**

Alton College Childcare Centre opened over twenty years ago and is managed by the governing body of Alton College. The setting has its own purpose built building situated in the grounds of Alton College. A maximum of 20 children may attend the centre at any one time which is open from 8:00am to 5:30pm Monday to Friday during term time. It opens at other times by prior arrangement to suit the college timetable. All children share access to an enclosed outdoor play area. The setting is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

There are currently 43 children in the early years age group on roll, and the setting receives funding for early education. Children are able to attend for a variety of sessions. The setting is able to support children with special educational needs and also support children who speak English as an additional language. Six members of staff are employed to work with the children and all hold relevant childcare qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children are extremely happy and settled at the nursery, which provides a very welcoming and bright, child friendly area for children to play and learn. Every child is valued and included to ensure none are disadvantaged. The staff's excellent knowledge of each child ensures they very successfully promote children's learning and development. Excellent links are in place with the parents to ensure the children make the best possible progress. The staff team are committed and enthusiastic, and regular monitoring of the provision ensures priorities for development are identified and acted upon; resulting in continuous improved outcomes for children.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- ensure the recording of accidents shows clearly all the required details

## **The effectiveness of leadership and management of the early years provision**

Excellent arrangements for safeguarding the children are in place. Clear and robust procedures are in place for the recruitment and vetting of staff which ensures all adults working with the children are suitable to do so. Staff have a clear

understanding of child protection issues and procedures and they are aware of their role and responsibilities. Children are closely supervised at all times and thorough risk assessments are used to effectively identify and minimise risks both inside the setting and in the outside play areas. A comprehensive range of policies and procedures and other required documentation is in place, however, some accident records do not clearly show all the required information. Staff work together excellently as a team and strong management structures are in place ensuring effective communication throughout the nursery. Daily routines and very good deployment of staff ensures children's individual are well met and children receive excellent levels of support in their learning. Equality and diversity are promoted very well. The setting offers very good support for children with English as an additional language and for children with special educational needs, and some staff have attended Makaton signing training to help children communicate. Excellent use is made of resources, a wide variety of activities are offered each session, with a very good balance of child-led and adult-led activities both inside and outside.

Children relish their time at the setting and staff have an excellent partnership with the parents. Parents are kept very well informed about the nursery and the children's day, through regular newsletters, notice boards and the sharing of the children's assessment records. Parents state they are extremely happy with the care and attention their children receive, they feel welcomed into the setting and praise staff for the excellent support given to the children. Partnerships with other settings the children attend is in place and the manager is developing this to include the schools the children will move onto when they reach school age. Excellent systems to monitor and evaluate the setting are in place, to ensure strengths and any areas for development are highlighted.

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

Children flourish at the setting, they thoroughly enjoy their time at the nursery and staff interact extremely well and develop positive relationships with each child. Children are able to move around freely and access an excellent range of resources and activities. Babies are actively involved in their play, confidently exploring resources. They shake, bang, and are able to climb and practise a range of movements in safety. They are supported well by staff and become confident in their daily routines. Staff make observations of the children, which are linked to the different areas of learning and from these they identify the next steps for each child. Throughout the nursery children are making excellent progress in all areas of development. They are confident and develop friendly relationships with each other and with staff. Children are learning about the wider world through using a variety of resources that show positive images of diversity, such as books, role play and dressing up clothes. They learn about the life cycle of caterpillars as they are able to watch them develop into butterflies and also have some duck eggs and chicken eggs they are incubating, which they talk about and watch and wait for them hatch.

One of the great strengths of the setting is the use of the outdoor play area. Children have access to a range of exciting resources to stimulate them and provide endless opportunities for learning and enjoyment. They are able to access the outdoors in all weathers to enjoy fresh air and exercise. Their physical skills are developing well with the range of equipment provided including wheeled toys and climbing and balancing apparatus. High emphasis is given throughout the session to helping children become independent and learn skills for the future. They are developing skills such as putting on their own coats, pouring their own drinks and helping to tidy up. Children are gaining an awareness of adopting healthy lifestyles as they eat nutritious snacks and discuss healthy eating. The children enjoy their snack time when they can choose from the variety of healthy options offered, including fruit and vegetables. During the summer months they are also able to help grow some vegetables which they then are able to eat. They learn to wash their hands before eating and after using the toilet, which helps them develop good hygiene practices and become confident in their self care skills. Effective measures ensure children are learning how to stay safe. Staff discuss safety issues with the children and they learn why they shouldn't run indoors, or throw the sand, and they learn methods to help them share and take turns. Children behave very well and play well together. Children know what is expected of them and are confident to make their own choices and decisions. Children's social skills are developing well and are promoted by staff who regularly praise the children for their achievements.

## 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

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| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 1 |
| The capacity of the provision to maintain continuous improvement                                     | 1 |

### The effectiveness of leadership and management of the early years provision

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|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 1 |
| The effectiveness with which the setting deploys resources   | 1 |
| The effectiveness with which the setting promotes equality and diversity                             | 1 |
| The effectiveness of safeguarding  | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| The effectiveness of partnerships  | 2 |
| The effectiveness of the setting's engagement with parents and carers                                | 1 |

### The quality of the provision in the Early Years Foundation Stage

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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 1 |
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### Outcomes for children in the Early Years Foundation Stage

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| <b>Outcomes for children in the Early Years Foundation Stage</b> | 1 |
| The extent to which children achieve and enjoy their learning    | 1 |
| The extent to which children feel safe                           | 1 |
| The extent to which children adopt healthy lifestyles            | 1 |
| The extent to which children make a positive contribution        | 1 |
| The extent to which children develop skills for the future       | 1 |

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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