

Ravensthorpe Community Childcare

Inspection report for early years provision

Unique reference number	500879
Inspection date	04/05/2011
Inspector	Lindsay Dobson
Setting address	24 Garden Street, Ravensthorpe, Dewsbury, West Yorkshire, WF13 3AR
Telephone number	01924 510030
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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

Ravensthorpe Community Childcare is managed by the directors of Ravensthorpe Centre Company Limited. The group is also a registered charity. The group registered in 2001 and operates from rooms within the Ravensthorpe Community Centre. It is situated in a residential area in the Ravensthorpe area of Dewsbury. They are registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of 56 children at any one time. The sessional care is open each weekday between 8.45am and 11.45am and 12.30pm and 3.30pm during term time only. The creche facility operates at various times dependent on courses operating within the community centre. The out of school provision is currently not operating.

There are currently 56 children on roll, eight of whom attend the creche. All children attend from the local area. The setting currently supports a number of children with learning difficulties and disabilities and those who speak English as an additional language.

The group employs ten members of staff including the manager, all of whom hold appropriate early years qualifications. The group is a member of the Pre-School Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thoroughly enjoy their time at the setting and eagerly engage in activities that fully reflect their uniqueness. Exceptional partnerships with parents and other agencies are a significant strength at the setting, promoting a cohesive approach in order to gain a comprehensive understanding of the needs of each child. The setting is especially proactive with regards to inclusion and highly skilled and qualified staff work seamlessly together, providing an environment where children flourish. Children benefit from a comprehensive range of interesting activities and are making excellent progress in their learning and development. The manager and staff demonstrate an exceptional understanding of their strengths and areas for development, which effectively contributes to the ongoing improvement of the service.

What steps need to be taken to improve provision further?

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

- update the record of risk assessment to include all outings and visits undertaken with the children.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded and secure as the manager and staff take thorough steps to promote their welfare. All staff are vetted to establish their suitability to care for children and security measures are efficient and prevent unauthorised access to the setting. All staff are able to safeguard children from harm or abuse as they all complete child protection training and are fully conversant with the setting's policies and procedures and their duty of care towards all children. Regular, routine risk assessments are carried out by all staff and these help to minimise identified hazards appropriately. A written record of risk assessment is well maintained and reviewed regularly. Outings are undertaken with the children and excellent safety measures are employed, although the record of risk assessment does not currently include a detailed assessment of each individual outing.

The manager is dynamic in her leadership of the setting, enthusiastically encouraging a culture of reflective practice amongst staff. She makes the most of staff's individual strengths to promote effective and collaborative teamwork. The group's written self-evaluation recognises its many strengths and highlights aspects that might benefit from further development. An effective system of staff appraisals and training courses supports members of staff in their ongoing professional development. The setting effectively promotes equality and diversity and tackles unfair discrimination. Staff are highly effective in ensuring all children are well integrated and their development is effectively promoted in relation to their starting points. Therefore, the outcomes for children and their experiences are positive. The staff have complete awareness and knowledge regarding the children's backgrounds and individual needs. Activities, resources and cultural celebrations help children to learn and understand the society in which they live and the wider world.

Parents are extremely happy with the service offered and feel that the activities provided help their children to feel settled and happy and make excellent progress in their learning. They are fully informed about the provision through regular newsletters and a notice board which keeps parents well informed of any forthcoming issues and what activities their children are engaging in. A lot of the information available has been translated into several languages to ensure it is accessible to all. The setting has engaged two parent representatives who work closely with the staff and other parents, enabling them to share ideas and suggestions with confidence. The setting has established strong partnerships with the local schools and transition arrangements are positive and fully effective, which reduces any anxiety children and parents may feel. Links with other professionals who are involved with children ensure they receive continuity in their care and learning and that any identified gaps in their learning are reduced through a consistent approach that meets their individual needs.

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

Children thrive in a setting where their needs are paramount. They make exceptional progress due to staff's dedication, expertise and willingness to proactively ensure the individual needs of each child are met. Children enjoy a very wide and balanced range of activities that fully support their progress towards the early learning goals. Staff work extremely closely with them, listening to what they say and encouraging them to express their own ideas and follow their own interests. The system for recording what children do and achieve is highly reflective and comprehensive. Planning for all children is organised around the next steps in their individual learning. This is determined through the purposeful observations staff make and which reflect each child's style of learning. The presentation of children's achievement records is very good and the use of meaningful photographs enables the parents to fully understand them and enjoy looking at them with their children.

The children's progress in their communication and language and their personal, emotional and social development is exceptionally good given their starting points. These are key areas for staff to work on with the children and all opportunities are effectively utilised to engage children in conversations, to encourage them to think and make decisions for themselves and to look at books and listen to stories. Children are beginning to work extremely well together and independently. They play a full and active role in their learning, show great levels of curiosity, have the desire to explore and are inquisitive learners. For example, when using the computer, baking, enjoying role play and developing their creativity through craft activities and making music. The outdoor area is freely available to the children throughout the session and is a fun and stimulating environment where they access all areas of learning and are currently enjoying planting and growing vegetables and flowers. Physical development is given a high priority and children use wheeled toys with skill, climb on the fixed equipment and happily use the slide. Outings to the local park and fields enable the children to further extend their physical development.

Children's health and well-being are met exceptionally well due to highly effective hygiene practices and the promotion of fresh air and exercise as an integral part of the session, promoting a healthy lifestyle. Children gain an understanding of healthy eating as the setting provides healthy nutritious snacks which children can help themselves to. There is free access to drinks of water in their own individual cups and staff ensure they offer and encourage children to drink frequently in order to remain hydrated. Regular cooking and baking activities further promote children's skills, and their knowledge and understanding of a healthy balanced diet as they make fruit kebabs and biscuits. Children feel safe in the knowledge they can trust staff and build successful relationships with adults and their peers. They learn about road safety, both in the outdoor play area and on outings in the local community. This is consolidated by visits from the local police and community services and activities provided by the staff. Regular fire drills are undertaken and recorded to ensure children and staff are aware of the procedures to follow in an emergency situation. Children's behaviour throughout the setting is very good.

Staff are excellent role models and speak clearly to children, offering a calm and consistent approach. All children receive very good levels of praise and encouragement for their efforts and achievements which raises their self-esteem and sense of belonging.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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

Outcomes for children in the Early Years Foundation Stage	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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