

Wakoos Centre4Children

Inspection report for early years provision

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Inspector

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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

Wakoos Centre4children opened in Billingshurst, West Sussex in 2008. The setting transferred from the grounds of the Weald School where it had operated since 1988, to a purpose built premises close to the community and nearby junior and senior schools. A maximum of 80 children may attend the centre at any one time. The independent (voluntary) nursery is open each weekday from 8.00am to 6.00pm for 51 weeks of the year. All children have access to a secure enclosed outdoor play area. The setting offers a breakfast club and after school care for children, as well as full time holiday care. Younger children in the early years can attend full day and sessional care. The centre employs 26 members of staff; almost all staff hold appropriate early years qualifications and some staff are working towards increasing their qualification. The centre supports children with special educational needs and/or disabilities and those who use English as an additional language. There are 115 children on roll; of these, 74 children are in the early years age group and 36 children have funded educational places. The centre is registered on the Early Years Register and the compulsory part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a warm and inclusive environment where children are secure and happy. Children in the early years age range are making good progress overall in all areas of their development, as staff have a well-developed understanding of their individual needs. Partnerships with parents and associations with other early years professionals are well established, which supports the individual needs of children. Self evaluation is highly effective, which fully aids the identification of areas for development and therefore constantly promotes continuous improvement.

What steps need to be taken to improve provision further?

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

- develop staff's knowledge and understanding of inclusion to ensure that they actively promote equality and diversity
- monitor the observation, assessment and planning system of children's achievements, interests and learning styles to ensure that staff are planning relevant and motivating play experiences for each child

The effectiveness of leadership and management of the early years provision

Children are thoroughly safeguarded because staff have a secure understanding of the indicators of abuse and the procedures to follow should they have a concern about a child. They all read the safeguarding policy as part of their induction training, and again when this is updated. Effective recruitment procedures ensure that staff are appropriately qualified and vetted and are suitable to work with children. Detailed risk assessments have been undertaken, and appropriate safety measures are in place to keep children safe and prevent unauthorised access to the nursery. The management team have a clear vision and intense focus on the development of the nursery, which in turn provides purposeful improvements contributing to positive outcomes for children. For example, the garden area has been developed to enable children to access climbing equipment and the observation, assessment and planning system has very recently been adapted to enable staff to plan for children's next steps in their learning, while also stemming from their own interests. This process is in the early stages and the management team appreciate that this requires monitoring to ensure it's success. The whole of the staffing team, parents and children have the opportunity to take part in the self-evaluation of the setting, and the responses are fully evaluated and inform the settings plans for the future to ensure that issues raised are acted upon.

Children play in a bright and airy setting where examples of children's work and commercial posters adorn the walls and hang from the ceilings. Resources are plentiful and well-organised to allow ease of access, with drawers being labelled with words and pictures. Staff are very well-deployed and they monitor the free flow system with ease, which helps to support learning at the various activities. All children, regardless of gender, play an equal part in a varied and enjoyable curriculum, and they have access to a good range of resources to promote diversity and an awareness of the world around them. However, staff's knowledge in this area does not always ensure that equality and diversity are confidently and consistently woven fluidly into daily activities. Partnerships with parents are well-established. Parents are very complimentary about the information they receive and daily feedback. There is a daily information exchange, both in writing and verbally, and regular updates on progress through regular reports. Partnerships with other agencies are very well used to support individual needs. Staff and management use information gained from other professionals to ensure children's care and learning is tailored to their individual requirements.

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

Children of all ages are engaged in play situations, enjoying the support of adults who interact to enhance their play and promote learning. Babies and young children are actively curious and use their senses to discover colours, textures and sounds as they investigate a good range of resources set out in treasure baskets. Children explore the outdoor area as they hunt for insects using magnifying

glasses. They delight as they find spiders and as the lady bird crawls around their hand and up their arm. They self select throughout their day at the nursery and flow freely around their environment with ease. The indoor environment is well set out into different areas of learning with well thought out display boards. Staff re-assess their rooms regularly to ensure that they are meeting the individual needs of the age group within the room; for example, the setting have decided to swap the areas used by the two older groups of children to enable more appropriate rest and sleep facilities.

Children are enthusiastically praised for all of their efforts and achievements and their input is fully valued; for example, staff use stickers and sticker charts and promote positive behaviour. Barnaby bear and his diary are taken home in turn by the children to spend time with them and their families, which helps strengthen links with home. Babies see photographs of their family units on a daily basis through the development of a display and also laminated cards. Siblings throughout the setting also interact together at their request, which encourages bonds and gives reassurance. Children are involved in experiments where they predict the outcomes, for example as they add water to dry pasta and discuss they texture changes. They learn about sustainability as they plant, tend and harvest vegetables, as they collect water using water butts and as they use recyclable materials for their junk modelling. There are good opportunities for children to develop an understanding of problem solving through daily activities, such as counting and matching. They look at the shapes they have used to draw and cut out the pictures of the houses that they have made.

Children are enabled to take risks in safe surroundings, for example as they use scissors with care and as they climb on the tyres and rope equipment. These activities also aid the development of small and large muscles and increases skills. Children's understanding of the written word is enhanced through the use of labelling with words and pictures, self registration and as they access books from the book areas. They are encouraged to talk through, and about, their feelings in the well resourced feelings areas that have recently been developed. Children's creative flares are supported throughout their day as they paint, draw, explore malleable materials, act out role play scenarios and as they take part in music and movement sessions. Even the young children thoroughly enjoy dancing to the beat and completing the actions to their favourite songs. Children of all ages access appropriate resources to develop their understanding of information and communication technology; for example, babies are supported as they press buttons on musical toys and older children access a computer and are able to navigate around suitable games as they use the mouse with great skill.

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	1

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	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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