

Amazing Grace Early Years Childcare

Inspection report for early years provision

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EY412821

Inspection date

10/05/2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Amazing Grace Early Years Childcare is a privately owned nursery that registered in 2010 and operates from a converted office building. Children do not have access to an outdoor play area. The nursery is situated in the Cross Green area of Leeds, close to shops and local transport links. It is open each weekday from Monday to Friday between the hours of 7.30am to 6pm for 51 weeks of the year.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 55 children may attend the nursery at any one time. There are currently 12 children aged from 19 months to under eight years on roll, some in part-time places.

The nursery also runs an after school club and collects children from the local and surrounding schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The provision satisfactorily supports the children so that no group or individual is disadvantaged. Although planning does not focus on the children's interests, systems in place generally monitor and assess the children's learning and development. Sufficient arrangements exist to promote children's welfare and clear systems are in place for safeguarding. However, safety procedures are not fully implemented and some paperwork is in need of updating. The provision generally works in partnership with parents and is developing links with other professionals and agencies. The capacity of the provision to maintain continuous improvement is strong.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- make sure the safeguarding children policy is updated to include the procedure to be followed in the event of an allegation being made against a member of staff 16/05/2011
- make sure appropriate fire detection and control equipment includes fire a blanket sited in the kitchen. 16/05/2011

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

- make sure regular evacuation drills are carried out and the details are recorded in a fire log book of any problems encountered and how they were resolved
- make sure all children's record forms include parental permission to the

- seeking of any necessary emergency medical advice or treatment
- make sure policies are in line with the Local Safeguarding Children Board guidance and procedures
- analyse your observations and highlight children's achievements or their need for further support and involve parents as part of the ongoing observation and assessment process.

The effectiveness of leadership and management of the early years provision

Documentation in place includes a safeguarding policy. However, the policy does not include procedures to follow in the event of an allegation being made against a member of staff. This is a breach of the specific legal requirement in safeguarding and promoting children's welfare. Further to this, the policy does not include up-to-date information on the reporting body and some children's registrations forms do not include parental permission for emergency medical treatment or advice.

Adults are fully aware of the safeguarding regulations and the arrangements in place for safeguarding children. They competently identify dangers and take steps to eliminate risks. For example, all electric sockets are covered and the main entrance to the provision is secure. Risk assessments are in place and used as a working document to promote safety within the provision. Although the emergency evacuation procedure is in place, it has not been practised nor recorded, and a fire blanket is missing from the kitchen.

Leaders and managers are motivated to seeking further improvement and are developing systems to include staff and parents in monitoring the progress of the provision. Targets set are shared with the staff, along with the vision of the leaders. As a result, adults clearly identify areas of improvement and the strengths and weaknesses of the setting. For example, developing systems to make effective use of outdoors, including the local neighbourhood to promote children's knowledge of the world around them.

Resources adequately support children's learning and development. For example, the staff are committed to improving their learning and regularly access the training manual to book courses that will extend their knowledge and enable them to improve the outcomes for children. Space provided for the children is generally well organised. As a result, children can freely move around and independently access the resources provided. Systems in place to promote diversity are suitable. Children enjoy a variety of toys and equipment that positively reflect the diversity of the local community.

Leaders and managers are developing links with other providers of the Early Years Foundation Stage and with external agencies. Although parents are encouraged to share what they know about their children when they first start to attend, none of this information is in their children's observation and assessments. Further to this, parents are not involved in their children's ongoing observation and assessment process or the evaluation of the setting.

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

Adults suitably support children's learning by organising activities, toys and equipment to challenge and promote their interest. As a result, children make steady progress across the areas of learning. Arrangements for children to develop their communication, language and literacy skills are seen through mark making and their enjoyment of books. Children independently choose their favourite books and competently turn the pages as they look at the illustrations. Children are motivated to learn and spontaneously use some number language in play. For example, older children count from one to ten as they hop from one square tile to the other. Children enjoy pretend play and role play. They become engrossed in their play with the dolls house and name the small world figures. As a result, children enjoy their time at the setting.

Children are well behaved and confident in their environment. Their self-esteem is well developed; as a result, they act independently in the setting. Adults effectively promote recycling through art and craft by using unwanted household items, such as newspapers and paper towel holders. However, more opportunities are needed for children to develop their knowledge and understanding of the world around them.

Although observations and assessments are in place, not all are not up-to-date or effectively analysed. A new format for planning is developed to include children's interest, however, this has not yet implemented. Although adults constantly use the practice guidance to plan for the next steps in children's development; children showing signs of schemers are not fully planned for.

Most children are developing a sense of how to stay safe within the setting and some of the older children have an understanding of road safety. Children are suitably taught about healthy eating through the nutritious meals provided and adults adequately promote hygiene with the children through encouraging them to wash their hands after toileting and before eating. However, they do not consistently teach children the benefits of adopting healthy lifestyles. The manager is qualified to deliver first aid. As a result, appropriate action is taken when children are ill.

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	2

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	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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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