

St George's Community Children's Project Ltd

Inspection report for early years provision

Unique reference number	127584
Inspection date	21/04/2011
Inspector	Stacey Sangster
Setting address	7 Chilston Road, Tunbridge Wells, Kent, TN4 9LP
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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

St George's Community Children's Project opened in 1982 and is a multi-functional day care provision over three floors, which is committee run and has charity status. It offers a full day care nursery provision, sessional day care playgroup, after school provision and holiday playscheme. It is open each weekday from 8am until 6pm, for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare register. A maximum of 80 children aged from birth to eight may attend the setting, at any one time, a maximum of 18 children can be under the age of two years.

There are currently 210 children on role of which 147 are in the early years age range. Children attend both full and part-time places.

The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. The setting is in receipt of funding for early education for three and four-year-olds.

The setting is opens from 8am until 6pm. A team of 43 staff work within the setting, 34 work directly with the children and of these 27 are qualified in early years. Three staff are in the process of gaining a child care qualification and a number of the qualified staff are attending training to increase the level of their qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children in the Early Years Foundation Stage are cared for well and are supported effectively to reach their full potential educationally. Most of the systems in place are fully embedded and support the staff in their work. The setting have a good awareness of their strengths and are committed to building on these. They regularly review their policies, practices and systems to check for areas of weakness and if identified take prompt action to address these. Plans to continually develop the setting are focused appropriately on the areas which will have the most positive impact on children. All Staff demonstrate a high level of commitment to support the development plans and as a result, the settings capacity to continually improve is strong.

What steps need to be taken to improve provision further?

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

- enhance the partnership and develop a systematic two way exchange of information to include parent observations in the assessment and to better support children's learning at home
- ensure that all questions asked about the health of applicants is recorded to provide evidence of the checks carried out to determine suitability and ensure that staff working with children are medically suitable to do so
- obtain information from all parents about any other Early Years Foundation Stage setting that children attend so that effective partnerships can be established to support continuity of care and education for children who attend more than one setting

The effectiveness of leadership and management of the early years provision

The setting have a number of systems in place to support the arrangements for safeguarding children and these are effective in helping to keep children safe. Risk assessments are thorough and hazards have been minimised throughout the building to ensure that children can explore and play in a safe environment. Systems for recording and reporting concerns about children's welfare are understood by staff, many of whom have attended specific Child Protection training. Recruitment procedures and staff inductions are meticulously followed and a wide range of checks are undertaken. Some questions are asked about applicants health during the interview process, but records of this are not always documented and there is no formal system in place to verify the health status of staff working with children, which weakens the effectiveness of vetting procedures. The setting has a strong commitment to providing an inclusive child care service, where all are made to feel welcome and diversity is celebrated. Parents are invited into the setting to share information about the celebrations and festivals important to them and their family. Children who speak English as an additional language are delighted when their parents are asked to read stories to the whole class in their home language. Some children who speak languages other than English are able to access dual language books. The effective arrangements for identifying and narrowing any gaps in children's attainment, ensures that all children have good support to reach their full potential, educationally. The setting value the positive relationships with parents and are committed to finding better ways of engaging in an effective partnership with them to fully support children's education. The partnership in relation to care is well established and is fully embedded in the routine and formal exchanges of information. The partnership in relation to education is emerging but arrangements are less successful. Parents commented that they would like more information specifically about where their child is in their learning and how they can support the next steps at home. The setting ask parents to comment in the learning journeys but those spoken to were unclear about what type of information would be helpful. The setting ask very little information of parents, about what parents have seen their children achieve at home. This limits the informed planning that can take place from day one, to support children's progress as the setting have to observe each child to determine their starting points. The setting have a system in place to make contact with other settings where children attend more than one provider. However they do not

always know when children attend a second or third setting, as they do not request this information from all parents. Resources in this setting are of high quality, are plentiful, well maintained and organised so that children can easily access only the range which are suitable for their age and stage of development. There is good quality interaction between children and staff that, along with the creative and well considered use of equipment, effectively supports children's progress in all six areas of learning. The setting regularly reflect on what they do and consider how they can build on their strengths in order to continually improve. They have formal self-evaluation systems in place and demonstrate a realistic understanding of what their strengths and weaknesses are. Development plans are effective in moving the setting forward. Progression is fast paced and all staff have a clear idea of how they can support the development of the setting and are committed to doing so.

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

Children's welfare is promoted well by this setting. They have produced a comprehensive range of written policies and procedures which guide staff and inform parents. Policies, such as not allowing children to attend if they have an infectious illness promote the health of all. Children are learning how to keep themselves and each other safe and through the consistent and simple information provided by staff. Older children are developing an understanding of how to risk assess situations for themselves. Staff ask children to look outside and see if they think that they will need sun cream and sun hats and ask children to think about what might happen if they are running inside and bump into someone. Children show signs of a growing understanding of safety and older children can be heard to repeat guidance that adults have shared with them. Children show that they feel safe through their actions, most come into the setting happily and separate with ease from their carers. They approach staff without hesitation and turn to them regularly for support, to ask questions or to share their ideas and news. Children are developing a good understanding of the routines which support their health. They understand why it is important to wash their hands before eating and after using the toilet. Most older children attend to this without the need for adult prompting or intervention. Children enjoy active and energetic play and staff encourage children to make links with being active and the positive impact that such behaviour has on their health. The children have access to a range of healthy and nutritious snacks with menus produced in conjunction with guidance from a dietician and nutritionist. Clear records are kept about allergies and foods which are forbidden for religious or cultural reasons and systems in place are successful in ensuring that children do not consume these foods. Children understand the expected codes of behaviour because these are modelled by staff and explained in books stories and discussions. Children's behaviour is good as a result of this. They can be seen to co-operate with each other, share toys and equipment and demonstrate kindness and care towards their friends. Most children are learning to negotiate without adult intervention, and they demonstrate a sense of what is fair and express this in their negotiations. All children learn about a wide range of cultures and every child is able to share information about the festivals and

celebrations important to them and their family, in addition to looking at festivals from the wider community. Children enjoy their time in this setting. The atmosphere is one full of excitement and laughter and in which all children are fully engaged in learning through play. Children are making good progress in all six areas of learning, given their starting points and abilities. They become active inquisitive learners who are keen to explore and find the answers to their questions through investigation and experimentation. They are well prepared for school and future learning as a result of the support received in this setting.

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	2

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	2
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	2
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met