

Manor Community Childcare Centre (Little Learners)

Inspection report for early years provision

Unique reference number 300816
Inspection date 20/06/2011
Inspector Tracey Outram

Setting address 33 VIKINGLEA ROAD, SHEFFIELD, SOUTH YORKSHIRE, S2 1BE

Telephone number 0114 2642594
Email norma.armitage@hotmail.co.uk
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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

Manor Community Childcare Centre has been in existence since 1983. The nursery is attached to a children's centre and is a voluntary sector childcare provider. A Board of Directors who are also Charity Trustees have overall responsibility for the nursery.

The centre operates from a single-storey, purpose-built premises incorporating four playrooms, a training room, a parents room, a meeting room and a creche room. Children in the nursery are grouped in three rooms according to age. There is an enclosed outdoor play area.

The nursery is open each weekday throughout the year from 8am until 5pm. The centre offers both sessional and flexible full day care. The children attend for a variety of sessions. The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. A maximum of 73 children may attend the nursery at any one time and of these, 24 may be under the age of two years. There are currently 125 children on roll. The centre also offers care to children in the later years age range. The centre supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting is in receipt of funding to provide free early education.

The nursery employs 17 members of childcare staff and this includes 2 lunchtime supervisors. Of these, 14 hold appropriate early years qualifications at level 3. This includes one member of staff who holds a Foundation Degree and three other members of staff who are currently qualified to level 4. The nursery also employs one member of staff who holds a level 2 qualification, one member of staff who is working towards level 2 and another who is not qualified. The nursery has completed a quality assurance scheme and receives support from a qualified teacher who is employed by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children's care and welfare needs are effectively met by the dedicated staff team. They take positive steps to enhance children's learning, and develop the communication and social skills that enable them to participate within the setting. Partnerships with parents and carers are strong and good systems are in place to liaise with external agencies to ensure children get the necessary support. The management team accurately identify the provision's strength and areas for development. They have a good capacity for further improvement.

What steps need to be taken to improve provision further?

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

- ensure that the children's records are well organised to show progress across the breadth of the curriculum
- develop partnerships with parents to encourage them to take a more active role in their children's learning, development and planning for their next steps
- enhance planning for the outside play area in order to support the individual learning requirements of all children, including boys who may show a preference for outdoor play.

The effectiveness of leadership and management of the early years provision

Effective safeguarding arrangements are in place, which have a positive effect on the good health and safety of the children attending the nursery. For example, staff demonstrate a very good knowledge and understanding of child protection issues and any new staff and students are helped to realise their responsibilities to record, report and monitor any concerns without delay. All hazards are effectively reduced because comprehensive risk assessments are undertaken for both the indoor and outdoor play areas. Good recruitment, vetting and induction procedures are in place to ensure that all adults having access to the children are suitable to do so.

The staff within the setting are deployed effectively and the nursery environment is comfortable, attractive and well resourced. The children have some free-flow access to the outdoor play area, which enables them to make choices and use resources on a different scale than when indoors. However, the planning for the outside play is not robust and does not always reflect the individual learning needs of the children.

The setting takes positive steps to counter discrimination and promote inclusive practice. For example, in everyday play the children use toys and participate in activities that reflect the cultural diversity of the city. In addition, staff are always mindful that children progress at different rates. They are alert to the early signs of need that can lead to later difficulties in learning; consequently, they monitor progress and adopt a graduated response with differentiated learning opportunities that make children's time in the setting rewarding. Similarly, children speaking more than one language are well supported as members of staff successfully work with parents to learn words of their first language. This helps the children to develop a positive sense of identity and respect difference in others.

Partnership working is central to the ethos of the setting and the nursery has successfully engaged many other professionals and key agencies. This results in the inclusion of a wide range of children with particular assessed needs. In addition, the nursery works well with other local providers of the Early Years Foundation Stage to support the children's transition between settings. This has a positive effect on the children's confidence and well-being.

The children's personal requirements are positively addressed because parents are encouraged to share what they know about their children at the start of the

placement. In addition, parents are treated respectfully and given access to some valuable information about the operation of the setting. The setting completes home visits where necessary and uses strategies, such as 'taking home bear', to learn about the children's home life and increase links with parents. In addition, the nursery is starting to look at ways of helping parents and carers to support their children's learning in different ways. For example, they share children's progress at parents evenings, encourage the home observation sheets and provide leaflets that help parents learn some simple sign language and the words to well-liked songs and rhymes. However, as yet parents are not equal partners in the process of observation, planning and assessment.

The management team are well established and have the commitment and skills necessary to accurately identify and prioritise areas for future development. The nursery has taken effective action to tackle the recommendations identified at the last inspection and has a strong desire to improve outcomes for children.

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

The dedicated staff are highly enthusiastic with a sound understanding of the Early Years Foundation Stage. They are highly aware of the value of using the children's personal interests as a basis for activity planning and they clearly know the children well. However, not all of the children's records are well organised to show progress across the breadth of the curriculum.

A key strength of the setting is the effort placed on supporting the language, communication and social skills to enable all children to achieve and participate within the setting. For example, staff realise the importance of supporting children's emotional well-being to help them make positive relationships and have confidence in what they can do. The children are helped to label emotions such as being cross or being happy, because staff use images of different facial expressions and talk to them about their own feelings, including those of others. This has a positive effect on the children, who demonstrate firm friendships and concern for others. This is illustrated as the children willingly take turns and show a desire to help each other; for example, by passing back toys that have rolled out of reach.

Activities that support the development of skills for the future are provided each day. For example, the children have some opportunities to learn how technology is used in everyday life as they access the interactive television and record their own voices. In addition, children of all ages have opportunities to develop listening and communication skills and vocabulary through singing activities, storytelling and the use of books. For example, as the older children use language during pretend play, the toddlers take pleasure in listening to and making a wide variety of sounds, such as 'roaring like a lion'. In addition, staff support literacy skills through activities and interactions that encourage the use of phonics and they provide activities that encourage children to make marks and show an interest in writing. Throughout the setting children have appropriate opportunities to develop their understanding of problem solving, reasoning and numeracy. For example, toddlers

recognise and point to familiar items, such as the ball, and staff interactions support their knowledge of one-to-one correspondence as they match pictures and animals. Likewise, the older children use number language spontaneously and count with accuracy during play. However, the mathematical potential of activities and the outdoor environment is not always fully exploited.

The nursery provides an enabling environment in which every child is supported to develop a strong sense of belonging. Children are keen to assist in the completion of small domestic tasks, such as pouring their own drinks and washing up the cups after snacks. This helps them to develop a sense of responsibility and contribute to their own well-being. Babies and the older children play safely within the child-friendly environment, and they demonstrate a good understanding of the safety rules that are in place to keep them from harm. In addition, the children are starting to show health awareness. They learn about the benefits of eating fresh fruits and vegetables through activities, discussion and stories. They also take an active role in planting a selection of beans, potatoes, tomatoes and strawberries, which they tend to and water each day. This expands their knowledge of growing, seasons and weather patterns. The children are physically active and demonstrate strength and stamina as they skilfully use climbing equipment, along with a selection of outdoor resources. Hand-eye coordination and balance are also enhanced through practical activities, such as using sand and water. Overall, all children and babies appear settled and happy. They are confident, behave well and demonstrate good levels of self-esteem.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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