

Durham Childcare Ltd

Inspection report for early years provision

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Inspection date

23/06/2011

Inspector

Pauline Pinnegar

Setting address

Framwellgate Moor Primary School, Newton Drive,
Framwellgate Moor, Durham, DH1 5BG

Telephone number

0191 386 5400

Email

ENQUIRIES@BUSYBEESDURHAM.CO.UK

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Durham Childcare Ltd is run by a private limited company and was registered in 2010. It operates from rooms within Framwellgate Moor Primary School. The club serves the local area and has strong links with the host school and several other schools within the local area. The club is accessible to all children and there is a fully enclosed area available for outdoor play.

The club opens Monday to Friday during school term times. Sessions are from 3pm until 6pm. Children are able to attend for a variety of sessions. A maximum of 70 may attend the club at any one time. There are currently eight children attending who are within the Early Years Foundation Stage. The club also offers care to children aged five to 11 years. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The club supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The club uses staff employed by Westminster Day Nurseries Ltd trading as Busy Bees with eight key childcare members consistently running the club. Of these, all hold appropriate early years qualifications at level 3 and one member of staff has Early Years Professional Status. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are provided with exceptional levels of care. They receive motivating learning experiences skilfully matched to their individual needs and, as a result they make excellent progress in their learning and development. Practitioners offer a fully inclusive and extremely welcoming service. The provision is led by a highly motivated and extremely enthusiastic management team who embrace the process of self-evaluation. This helps them to maintain the already outstanding provision and ensure continuous improvement. Children benefit immensely from the excellent partnerships established with parents, carers and other early years providers.

What steps need to be taken to improve provision further?

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

- extending further the partnerships with other practitioners delivering the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

The safeguarding of children has a very high priority and excellent staff supervision ensures that children are continually kept safe. Concise policies, procedures and strategies are in place to safeguard children and to protect their welfare. The club has established clear management responsibilities in relation to child protection, including designating relevant staff. All practitioners know and fully understand safeguarding children issues and how to implement procedures effectively. Staff have completed safeguarding training to extend their knowledge and understanding in this area in order to fully protect children. Excellent risk assessment procedures are implemented and exemplary organisation of routines help children to gain an exceptionally strong sense of security. Very clear and extremely detailed arrangements are in place when staff collect children from school. Robust arrangements are in place for the vetting and recruitment of staff to ensure that all adults working or having contact with children are suitable to do so. All safeguarding regulations are fully met with all the required documentation in place.

The staff team is very reliable and stable and there is a very strong commitment to ongoing professional development. Practitioners hold high aspirations for the quality of the service provided and enjoy extensive opportunities to reflect on their practice, for example, during planning and team meetings. Management systems run very smoothly and staff morale is high. The management team strives to improve practice, regularly monitoring and evaluating the quality and standards at the club and always striving for improvement. There is a proactive and shared vision for inclusive practice, ensuring every child can achieve as well as they can regardless of their background. All children are unquestionably included and integrated. The manager and staff team have worked extremely hard to create an exciting, colourful and challenging environment where children eagerly join in with innovative activities, such as access to the computer suite, which helps them learn through play. An exceptional range of photographs of children at play, decorate the walls and display boards at the club, helping to create the homely environment and provide parents and visitors with a fantastic insight into how children spend their time at the group. This also gives children a real sense of belonging to the group.

Partnerships with other settings are very good and make a strong contribution to children's achievement and well-being. Excellent links exist with both the host school and other schools the children attend. Staff gather as much information as possible relating to what the children are learning in school to enable them to complement their planning arrangements. However, this is an area the club wishes to develop further. Partnership with parents is very effective. Excellent information is given to parents before their child starts and clear discussions take place regarding children's starting points. Parents' contributions are very highly valued by the staff. They are provided with superb opportunities to contribute to their child's learning, for example, by sharing the assessment records and detailed written suggestions as to how they can extend learning at home. Parents speak

highly about the club and describe the staff as 'caring, patient and wonderful' and 'sensitive to children's needs'.

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

Practitioners are very well deployed to enhance children's learning and welfare and they are skilled at promoting positive attitudes to learning. High quality planning and organisation ensure that every child is challenged by the learning experiences provided. Children benefit from a balance of adult-led and child-initiated activities and the routine is flexible to allow them to pursue their own interests. Children are motivated and interested to learn and activities are matched to the full range of children's needs. Children are showered with praise and encouragement and practitioners skilfully engage with them and increase their motivation. As a result, children make strides in their learning and development. Behaviour within the group is exemplary with the staff promoting a very strong ethos on friendships. There is a 'buddy' system in place in which older children in the group befriend and help to care for the younger members of the group. Children have also developed their own 'tree of kindness' with captions relating to what kindness really means to them.

Children engage in an extensive range of stimulating activities and play experiences. They adore messy play, such as, collage, painting, 'splat attack' and clay. Children are imaginative and engage happily in role play. They love to snuggle up together in their cosy 'dens', use small world toys and experiment with musical instruments. Currently children enjoy exploring drama as they practise on the stage for the end of term concerts. They have great fun learning their lines and experimenting as they make their own 'Amazing Technicolor Dream Coat' pictures. Children enjoy relaxing in the library reading books from the extensive range available. Information communication technology is very popular and children confidently handle computers, magnetic circuit boxes and use walky talkies. Problem solving activities include opportunities to build and construct with a vast array of resources and play games, such as chess. Practitioners are genuinely interested in what children say and do and readily get down to their level to interact with them. Children are confident and self-assured and enjoy settled, affectionate relationships. They develop a strong understanding of the wider world as they access an array of resources and explore activities that are representative of diversity.

The club fully promotes healthy eating by providing all children with a well balanced range of tasty, nutritious food in the 'dragonfly cafe'. Outdoor play is captivating and constantly evolving. Children thoroughly enjoy games, such as 'dodge ball', using climbing equipment and testing their physical skills on the outdoor assault course. The club employs a qualified fitness instructor and children thoroughly enjoy weekly sessions at 'Kate's fitness camp'. This adds a new dimension to physical play and children eagerly extend their skills. All children are extremely content and settled because their individual health, physical and dietary needs are met to an exceptional standard. Children develop an excellent understanding of how to stay safe as practitioners use walking from school as a

valuable opportunity to discuss road safety and children routinely learn about health and safety through activities and daily routines. All children and staff wear high visibility jackets when out walking. The high quality adult interaction and exemplary organisation helps children of all ages to gain an exceptionally strong sense of security.

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

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