

Barnardo's Indigo Project

Inspection report for early years provision

Unique reference number	128523
Inspection date	14/07/2011
Inspector	Rufia Uddin

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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

Barnardo's Indigo Project was registered in 1994. It is run by the Barnardo's registered charitable organisation and provides after school and holiday day care for children who have special educational needs and/or disabilities. It runs an Indigo Project Little Stars Service for under fives. It operates from a purpose-built setting, which is situated in Ilford in the London Borough of Redbridge. All children share access to two general activity rooms, two specialist sensory rooms, a music room, an arts and crafts room and a soft play room. In addition, there is an enclosed outdoor play area, which has ramp access. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of six children between the ages of one and eight years may attend at any one time. Care is also provided for children and young people over eight years. The group currently operates each day from Monday to Saturday during term time from 3pm to 7pm and children under eight attend the Monday and Saturday sessions. During school holidays, the group operates on Tuesday, Wednesday and Thursday from 10am to 4pm. The Little Stars service operates a drop in session on Monday from 10am to 12 noon and sessions on Tuesday from 12.30pm to 2.30pm and Thursday from 10am to 12 noon. There are currently eight children on roll in the Little Stars service. The provision employs six staff, including managers. All of these staff members hold relevant childcare qualifications. There are also four volunteers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting is able to meet children's needs effectively as it works with a good understanding of their individual characteristics and requirements. Children play happily in a child-friendly setting where they are able to make choices and access various learning opportunities. Staff make regular observations of children's progress that allow them to plan generally effectively for their individual learning needs. The group engages positively with parents, and also works well with the local authority and a range of organisations to ensure that all children make good progress. Staff attend training and feedback is sought which reflects a commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further records of learning and development, with particular regard to using assessment information to track children's progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Parents are kept fully informed about the running of the service through detailed policies and procedures. This helps to ensure that it is managed efficiently and safely. Staff have a good understanding of procedures which they implement consistently. As a result, children are safeguarded well as they are supervised carefully and all adults are vetted for suitability. Children are able to explore freely and access all areas available to them safely and securely as staff undertake effective risk assessments to ensure that potential hazards are recognised and reduced. Fire drills are conducted and fire safety equipment are in place to promote children's safety in an emergency situation. In addition, all staff have acquired an understanding of first aid to promote an effective response in the event of an accident or emergency.

Staff are committed to inclusive practice. The setting specialises in providing care for children with special educational needs and/or disabilities and does so extremely well. The premises provide access for wheelchair users. Staff have undertaken training and have developed specialist knowledge and skills to allow them to meet the needs of a wide range of children. For example, staff have undertaken training in Makaton sign language to help them care for children with impaired hearing. High staffing levels ensure that they are able to provide children with close individual attention. Management and staff understand the need to work with other professionals to ensure children's needs are effectively met. The group liaises with a number of organisations such as the Early Years Communication Group, the Children with Disability Team, the Pedagogy Team, the Hearing Development Team, and the Community Nurse Team to promote effective care. Children's care is also promoted well because the environment is well-equipped with resources to provide care for children with disabilities. The premises have been refurbished to a good standard. A range of rooms are available and are well-equipped. These include a music room, a computer room and two sensory rooms. There is also a fully enclosed garden providing opportunities for children to play outside. Children's understanding of equality and diversity and the wider world are promoted by a range of resources and activities, for example special days and festivals such as Chinese New Year and Easter are marked.

Positive engagement with parents contributes effectively to the service provided. In addition to providing parents with written information, staff liaise closely with them which helps to identify children's needs. Parents are asked to supply information on children when they start to attend and a key person system is employed to ensure children's needs are met well and parents have a key person to interact with. Management and staff are dedicated to improvement and providing good quality childcare. Feedback is sought from parents to help identify problems and respond to their needs. Written feedback from parents contain positive comments, and parents spoken to during the inspection were pleased with the care their children are receiving. Staff receive regular training to help them meet children's needs and this reflects the setting's commitment to maintaining

continuous improvement.

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

Children benefit from a warm, welcoming environment. Toys, furniture and equipment are appropriate for their purpose and help to create a stimulating environment. Staff are committed to helping children achieve their potential. Consequently, children make progress as they spend time in a well-resourced setting where staff interact with them effectively. The setting gathers information about children to determine starting points and makes observations to understand their progress and plan for their individual next steps. However, these observations are not yet clearly linked to the early learning goals which means that it is not always easy to chart each child's progress against them. Nonetheless, staff are generally able to use their assessments to plan children's learning and help keep them interested and involved. This helps to ensure that children face challenge as they play. Staff also support children by promoting child-led activity and children's decisions. As a result, children engage positively in a range of activities. Children's creative skills are promoted by a range of activities such as painting including making handprints and footprints. Children also make models with clay, and engage in water and sand play. Staff have a thorough understanding of the Early Years Foundation Stage and understand that children learn through experience and play. They are therefore keen to provide children a varied range of experiences. Children's senses are stimulated as they engage in sensory play activities and music sessions. Children's imagination is also stimulated as they engage in role-play.

Children respond well to adults as they involve them in their play, listen to their advice and follow their guidance. Behaviour is generally managed in a positive manner, the group provides one-to-one care when necessary to provide individual attention and children benefit from lots of praise and encouragement. This also helps to promote one of the group's aims which is to create a positive self-image for disabled children. Children's language skills are promoted as staff constantly talk to them, and encourage them to talk by asking questions.

Children enjoy time outdoors and they are able to enhance their physical skills as they use the spacious outdoor areas. They play with a good range of equipment which allows them to develop their coordination and mobility. Children are able to develop an understanding of nature and the wider world through activities such as a nature hunt and also benefit from opportunities to visit places like the park. Children's understanding of a healthy lifestyle is promoted as staff encourage them to wash their hands after playing outside and before meals, but are also sensitive to children's different levels of ability and provide help if required. Children's health is promoted as staff have an understanding of healthy eating and provide children with healthy foods. Furthermore, staff understand the importance of ensuring that children's medication is taken on time, and of acting in accordance with medical advice generally. Children's health is also promoted because they are cared for in a hygienic clean environment. Staff talk to children and encourage them to talk to

each other during snack times which helps to develop children's social skills. Staff promote children's independence by encouraging them to feed themselves if possible, but provide as much assistance as is necessary. Overall, children benefit from attending a provision where they receive lots of individual attention and priority is given to maximising each child's potential and capacity for independence.

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

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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	1
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