

Radford Royal Naval Childcare Centre

Inspection report for early years provision

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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

Radford Royal Naval Childcare Centre opened in 1985. It has sole use of purpose-built premises for the pre-school and holiday club on a Royal Navy base in Plymstock, Devon and serves the local and wider community. The pre-school opens five days a week during school term times. Sessions operate from 9.05am to 11.35am, Monday to Friday and from 12.35pm to 3.05pm, Monday to Thursday. A lunch club runs from 11.35am to 12.35pm. Care is also available during school holidays. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 38 children under eight years. There are currently 94 children on roll, 86 of whom are in the early years age range. The pre-school is in receipt of early education funding for children aged three and four years. The setting is run by the Royal Naval Pre-School Learning Organisation, who employs 11 members of staff, 10 of whom hold suitable early years qualifications. Children from the age of six weeks to five years are also cared for in an additional group in the neighbouring Family Centre building.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a secure knowledge of the Early Years Foundation Stage framework and consequently children are well cared for and make good progress towards the early learning goals. Children benefit from a wide range of play opportunities and enjoy their time in the pre-school group. Staff have excellent partnerships with parents, carers and other providers which promotes children's welfare. They implement a comprehensive range of childcare policies and procedures, with key strengths in safeguarding and inclusion. Staff evaluate their effectiveness and continue to make improvements to their provision, for example, in the development of the outdoor play area to provide children with more learning opportunities.

What steps need to be taken to improve provision further?

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

- develop further the range of activities and resources available to provide children with rich and diverse learning and development opportunities in the outdoor environment.

The effectiveness of leadership and management of the early years provision

Rigorous vetting and recruitment procedures are in place to ensure that children are cared for by suitable persons. Ongoing suitability is carefully assessed with thorough induction and appraisal systems. Staff are vigilant about children's safety and highly conscientious in their monitoring and supervision. Premises are very secure and detailed risk assessments are regularly undertaken. Staff have an excellent understanding of the procedures to safeguard children and maintain up-to-date information. Staff have excellent awareness of children's backgrounds and promote integration exceptionally well. This means that all families are valued and fully included in the pre-school setting.

There is a consistent management and staff team, with an effective key person system in place. This helps children to feel safe and secure as they develop trusting relationships. Staff work well together to provide a stimulating programme of activities for children. Toys and equipment are in good condition and readily accessible to children. A wealth of resources reflect children's differing backgrounds and include positive images of diversity. Children benefit from healthy snacks and regular drinks. Staff have a good awareness of children's individual dietary requirements and meet these well. They effectively promote children's understanding of being safe, healthy and hygienic within the daily routines. Labels and pictures are used to good effect to help children understand. For instance, photographs above the sink demonstrate the correct sequence for hand-washing. Staff are good role models and effectively manage children's behaviour. They promote self-esteem and very positive attitudes in children.

Systems to observe, assess and plan for children's individual progress are thorough. Parents provide initial information about their children and this contributes significantly towards children settling well and making good progress. Parents often contribute to the records of development and children's diaries. Staff provide parents with weekly information on activities and events, suggesting ideas to promote and extend children's learning at home. Each term, they provide a summary report of children's achievements and planned next steps. They are conscientious and sensitive towards family circumstances. For example, they email photographs and details of children's activities to relatives deployed to other countries. Parents provide exceptionally positive feedback and have high regard for the pre-school provision. Staff work very closely with parents and other agencies to fully support children's individual learning and development. Effective transitions are made between the pre-school and school, which means that children are well prepared to move on. As an example, staff have changed their snack time to reflect school routines. Staff have addressed previous inspection recommendations in full. They attend training and demonstrate a strong commitment to professional development. Self-evaluation procedures are secure and staff have a good capacity for future improvement.

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

Children are happy and secure. They form close attachments and relationships with staff and each other and learn to share and play well together. They develop respect and an early understanding that people are different. For instance, they become aware that people have different lifestyles, languages and traditions. Children sign key words with their hands, for example, to ask for a drink and say 'please' and 'thank you'. This helps to promote inclusion and communication for all children. Staff have documents translated into home languages for parents and reflect dual language in children's resources. Children develop confidence and are proud of their achievements. They look at their progress record and diary with staff, which makes them feel valued and important. A 'Thank you for being a star' display is also used to celebrate children's contributions. Children behave very well and respond positively to staff. They develop considerable awareness of safety through innovative activities. During the regular fire drills, staff randomly place a 'pretend fire' in the room. Children think about the safest way around the fire and the exit that they should take. This means that children learn to negotiate and take responsibility. Staff skilfully use age-appropriate books and puppets with children to help them develop early awareness of keeping safe.

Children enjoy themselves and readily investigate as they move around. They make independent choices, selecting toys and activities that interest them. Children play imaginatively, using a good range of role-play resources. For example, children busily gather items to make a shop and then talk about having to 'pay with money'. They construct a track on the floor before carefully moving trains along the line. Children develop good levels of concentration as they start and complete activities. Staff interact well with children to support and challenge learning. For example, colour, number and shape recognition are incorporated into activities. Speech and language programmes are clearly planned and used to promote individual development. Children recognise familiar songs and action rhymes, readily joining in with staff. Musical instruments enable children to make different noises and sound patterns. Various materials are available for children to experience and explore. For example, children manipulate dough and swirl their fingers through cornflour paste. Sand and water play provides opportunities for children to consider capacity and consistency as they fill and pour.

Children benefit from regular fresh air and exercise during the sessions. Outdoor play is actively encouraged and children have use of 'wet weather' clothes. There is plenty of space for children to run around and a reasonable range of outdoor learning resources although this is under development to provide more learning opportunities for children. Children are familiar with the routines and readily respond to signals. For instance, they know that the bell means 'stop and listen' and the whistle means 'fire'. They choose when to have their snack and learn about healthy foods. Fruit trees and sensory plants are grown in the garden, which promotes children's interest in nature. Photographs provide good evidence of the range of activities used to develop all areas of children's learning. Staff organise interesting events for children, for example, visits from the police, fire and library services. Children see how things grow and change, such as chicks and

caterpillars. They help to take care of young hedgehogs for a short time and learn about their natural environment. Children develop a good awareness of their local community and the wider world. They enjoy walks in the woodland and taking part in activities related to other places. For example, they make American apple pies, experience Indian Henna painting and try Italian foods. Children proudly bring photographs from home to add to the display about their own families.

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	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	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	1
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