

William Penn Leisure Centre Creche

Inspection report for early years provision

Unique reference number EY330014
Inspection date 01/06/2011
Inspector Maura Pigram

Setting address William Penn Leisure Centre, Shepherds Lane,
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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.

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

William Penn Leisure Centre Creche has been operating since 1997 but was newly registered in 2006 when its management was taken over by Hertsmere Leisure. It operates from one room in William Penn Leisure Centre which is situated in Rickmansworth, Hertfordshire. The Leisure Centre also operates a holiday play scheme which operates during school holiday periods for children age four to seven years.

The creche opens Monday to Friday all year round. Sessions are from 9.30am until 1pm. Children are able to attend for a variety of sessions. A maximum of 18 children may attend the creche at any one time. There are currently 30 children attending who are within the Early Years Foundation Stage. The creche is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The creche supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The creche employs four members of childcare staff, some of whom also work with children in the holiday play scheme. Of these staff, one holds appropriate early years qualifications at level 2, two hold level 3 and one part-time staff member has an Early Years Degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are mostly settled in the creche and enjoy their time at the holiday play scheme. The manager and her staff have appropriately addressed recommendations made at the previous inspection, such as improving children's independence and hygiene procedures. They recognise the uniqueness of each child and ensure all children are fully included. Staff work closely with parents to meet their welfare needs. However, they have not developed systems to gain information on children's interests so that planning and assessment are effective. The provider is beginning to reflect on their practice, although they have not reviewed necessary documentation so that it is in line with requirements in this process.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the complaints procedure contains the details for contacting Ofsted and ensure that all records, such as the behaviour policy and those required for the Early Years framework, are easily accessible and available for inspection (Documentation). 04/07/2011

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

- review the safeguarding policy so that it is in line with the Local Safeguarding Children Board guidance and procedures
- develop staff's knowledge of the Early Years Foundation Stage so that play and learning experiences are based on the children's ongoing interests, achievements and developmental needs
- continue to lead a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development, such as ensuring children's drinks are easily available for them, and which will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Staff and senior members of staff are clear about their roles and responsibilities to safeguard children. They have attended recent training, including designated persons training, to update their knowledge and are aware of the procedures to follow if they have any concerns. Policies are devised by senior management and relate to the leisure centre as a whole. This means that some required documentation, such as the behaviour policy, are not easily available. However, staff are clear about using strategies to manage children's behaviour. The safeguarding policy is very detailed, although not all of it is relevant to the setting and it is not fully in line with the Local Safeguarding Children Board guidance and procedures. This means that information is potentially not clear for staff to follow in the event of them having any concerns about children in their care or the procedure to follow if they have any concerns about other adults working with children.

Staff work well together, value all children and obtain some appropriate welfare information on entry. In addition, a secure system ensures staff know which part of the building parents are in so that they can be contacted quickly if necessary. Staff take positive steps to ensure home languages are supported, such as obtaining and learning key words that children use. This contributes to children feeling settled and enables children to communicate their needs. Parents are pleased with the service provided and are happy to recommend the provision. They receive an informative leaflet on registration which contains some information on the policies and procedures while children are attending the setting. They are also made aware of the leisure centre procedures to follow if they have any concerns. However, this policy does not include the regulator's contact details that parents can use if they have any cause for concern. This is a breach of a specific legal requirement. The manager is aware of the need to build partnerships with other settings children attend so that continuity of care and learning can be provided.

Since the last inspection, the creche now operates from a purpose-built room which is bright and welcoming for children and their families. Some staff have completed early years qualifications, which has had a positive impact on the

children. Recommendations raised during the last inspection have been appropriately met and have had some positive impact on children. For example, there are now low level tables and chairs in place for children to sit at during their play or to have their drinks. New display boards mean that children's work can be appropriately displayed, which contributes to them feeling a sense of belonging. The manager and senior staff have started to carry out a self-evaluation process which is in the early stages of development. They have identified some areas to develop, such as staff training related to the Early Years Foundation Stage and reviewing how this can be effectively planned for the children attending. The manager has a sound vision for the creche and the holiday play scheme. For example, she would like to further develop the resources in the creche so that children continue to be excited in their play and learning. The manager always tries to use the strengths of her team when planning activities for the holiday play scheme so that children have purposeful and safe play. For example, the large trampoline is only used when a skilled person is present.

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

Children mostly settle easily and some positive steps are taken to enable children to enjoy the resources and activities on offer. Babies and children who are not yet independently walking are cared for in a separate area of the room. This is secure so that their safety is considered. Babies and young children enjoy exploring interactive toys, such as shape sorters and musical toys. They are generally attentive to their needs and will provide babies with their bottles of milk if parents wish. Water fountains are available in the creche and throughout the leisure centre, although young children are unable to access these. Staff ensure children using the holiday play facilities are regularly hydrated by having regular 'water breaks'. During these times, plastic cups are filled from the water fountain before starting on the next strenuous activity. Young children who are attending the creche have their individual beakers or bottles stored in their bags which they bring from home. Currently there are no systems in place for young children to express that they are thirsty as their drinks mostly remain in their bags during their stay. The creche does not provide snacks. Children attending the holiday play scheme bring packed lunches and staff monitor these to ensure children enjoy a balanced diet. Since the last inspection, hygiene procedures have improved. Having a toilet and nappy changing area designated for the children contributes to this and staff follow adequate hygiene procedures when changing nappies. Staff ensure children are safe as possible at all times through close supervision, gentle reminders on how to keep safe and the completion of purposeful risk assessments for all areas used by the children. Arrival and collection times are well managed and other adults visiting the leisure centre do not have access to the creche or the leisure centre facilities when they are being used by the children.

The manager and her staff have worked hard to ensure the holiday play scheme offers fun activities to children attending. Activities include art and craft, and team games, such as football, rounders and cricket. In addition, they enjoy street dance and visitors who share their expertise, such as circus skills. Children state that they enjoy the holiday club and 'like jumping on the trampoline' and 'riding the bike in

the hall'. These activities support their physical development, along with their personal, social and emotional development. The manager has some knowledge of the learning and development requirements and the guidance for the Early Years Foundation Stage. She has attended initial training for this but none since this time, which has an impact on the possible learning opportunities for children. She and her staff carry out observations and are investigating various methods to successfully implement the Early Years Foundation Stage requirements and of recording children's progress. Staff know the children who attend for regular sessions well and on entry obtain some necessary information, such as medical information and necessary permissions from parents. However, starting points and children's interests are not effectively obtained so that these can be used in planning activities to effectively support children's learning.

The long-term staff work well together and successfully share some of their skills with the children, such as an interest in art and craft. Some staff are natural communicators with children, which effectively supports their language development. Older children are currently contributing to the display board of summer. For example, they enjoyed creating an image of sand and painted pre-cut bumble bees to add to the display. Staff have a sound understanding of inclusion and take some positive steps to promote this. For example, when carrying out painting activities, all children are able to participate, such as babies using finger printing and older children using appropriate paintbrushes. Children enjoy playing imaginatively with the well-resourced play kitchen. For example, they love making cups of tea and 'cooking cakes for Mummy'. During this time they are developing sound relationships with the staff as they participate in their games when this is appropriate. Skills for the future are encouraged, such as turn taking and sharing. Mark making materials are easily available, such as chinks and pencils. A wide range of books contribute to children's interest in the written language. The manager is sensitive to children's needs and feelings and some staff are skilled in communicating with children. Effective strategies are used to engage children in a favourite story to ensure they remain settled while at the creche. A good range of books are easily available which contribute to children's emerging interest in stories. This means that they learn that print carries meaning.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Providing information to parents). 04/07/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Providing information to parents). 04/07/2011