

Ipswich Opportunity Group

Inspection report for early years provision

Unique reference number	251532
Inspection date	11/07/2011
Inspector	Deborah Kerry

Setting address	558 Woodbridge Road, Ipswich, Suffolk, IP4 4PH
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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

Ipswich Opportunity Group is managed by a voluntary management committee. It opened in 1993 and operates from the large hall, with access to other rooms in the Salvation Army Citadel in Ipswich. There is no outside play area.

A maximum of 16 children may attend the setting at any one time. There are currently 24 children on roll, all of whom are within the Early Years Foundation Stage and attend on a part-time basis. The setting also offers care to children aged over five years and is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The group operates three sessions a week for 43 weeks of the year. It opens on Monday from 10am to 11.30am for children with special educational needs and/or disabilities under two and a half years of age. Two further sessions are run on Monday from 1pm to 3pm and Friday from 10am to 12pm for children with special educational needs and/or disabilities aged up to five years and their siblings. The group also opens during some school holidays where older siblings may also attend. Parents and carers attend sessions with their children. The group supports children with special educational needs and/or disabilities; some of these children are bilingual or speak English as an additional language.

The group employs four members of staff of which three hold appropriate qualifications. There are six volunteers who work with the children. The group receives regular support from health professionals.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development in the Early Years Foundation Stage is fully supported by the qualified staff and volunteers. The staff know children's individual needs well and undertake regular observations which are used to inform future planning for each session children attend. The setting has excellent relationships with parents and works in conjunction on the support and advice from other professionals involved with the children to ensure that their individual needs are met well. The setting has implemented clear procedures to evaluate and monitor their good practice and areas for improvement have been identified to benefit children. All policies and procedures have been reviewed and updated since the last inspection and procedures to promote children's welfare are fully in place and aspects around safety are mostly very secure.

What steps need to be taken to improve provision further?

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

- ensure that regular evacuation drills are carried out and the details recorded

in a log book of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of their responsibilities to maintain children's welfare and provide good support. There are clear policies and procedures in place to support staff and recent training attended has further developed their knowledge on promoting children's welfare. As a result, the policies have been reviewed and updated to reflect changes to staff knowledge on safeguarding children. A daily checklist is completed each morning before children arrive to ensure that they are protected from any potential hazards. Annual risk assessments are undertaken to ensure that all areas of the setting are safe for children. Children are learning how to keep themselves safe as they are encouraged to sit to eat and drink and helped to use the resources safely. Procedures for emergency evacuation are in place. However, these are not practised on a regular basis to highlight any problems that may be encountered.

Staff welcome all parents and children, they take time to speak to each parent on an individual basis and are available to provide advice and support. Parents of children who attend the afternoon session are able to have a break as the high staff ratios allows for them to take over the care of children during part of the session. This helps the older children to prepare for the separation and transitions for when they start nursery or attend full time education. Children attend for one session only and older children may also attend other early years settings on a more frequent basis. Staff plan for children's learning and development and through the regular observations their individual progress is recorded. This is then used to write reports to share with the main early years settings they attend to ensure consistency of care. Information on children's individual health and care needs from other professionals is kept to ensure that staff have all the required information to support children's needs well. All parents speak highly of the staff and how they are supported with their children. They are provided with a range of information on the group and other facilities and where to get additional support in the nearby area.

The committee fully supports the staff with further training for their continued professional development. This ensures that outcomes for children continue to remain positive and help to develop the staffs knowledge. All committee and staff members are included in reviewing and evaluating the groups practice through regular meetings. Areas for improvement have been identified to benefit children's learning and development, and to further improve the staffs current good practice. The group has a range of policies and procedures in place, to support their good practice, which are included in the evaluation process.

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

Children are provided with a variety of different foods for snacks to promote their health and meet their individual dietary needs. Staff sit with children at snack time making it a social occasion and ask them what they want to eat and drink which helps to promote their thinking skills. This promotes children's independence as they are able to make choices. Staff use picture cards to help children with their understanding and their communication skills. All children are supported in developing a good understanding around personal hygiene as they are all supported with cleaning their hands before eating. All accident records are kept up to date and include parents signatures to ensure they are kept fully informed on any concerns regarding their child's health. Staff clean resources after the session to ensure that any possible risk of cross infection is minimised.

Children laugh and enjoy the activity of bubble blowing by staff; they show curiosity and observe how they move and try to catch and pop the bubbles. Children play with dough and use tools that help to support their hand and eye coordination and promote their physical development. Children have opportunities to paint using their fingers and make patterns using cars to develop their creativity. Children access low level mirrors to develop their natural curiosity as they explore their facial expressions.

Children undertake a range of activities to support their knowledge on the beliefs of others throughout the year. Children can access resources that reflect positive images on diversity to help develop their understanding on the cultures and beliefs of others. Celebrations on children's own beliefs and backgrounds are undertaken to help children learn about their own heritage. All staff use Makaton sign language when talking with children. This ensures that all children feel included, can understand what is going on around them and are able to participate fully in the activities available. There is lots of interaction between the staff and children to develop their communication skills. Staff use picture cards to help children to select their favourite songs and they enjoy listening to, and joining in, with the action rhymes, which helps to develop their physical skills. Staff ensures that resources are safe and suitable for the children's differing abilities. Staff consider children's individual levels of understanding and maturity when managing their behaviour. Children feel valued as staff clap their hands to celebrate their achievements when participating in the painting activity.

All staff have input with planning activities each week around the individual needs of their key children. The weekly session plans include activities and resources to cover the six areas of learning. Staff undertake observations on their key children each week which are noted on the plans. These are evaluated after each session and the observations are used to inform future planning to support children's continued progress. All of the staff hold additional qualifications to support children with special educational needs so that they feel welcome, included and secure when attending the group. Information on children's learning and development is shared with the main early years settings children attend.

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
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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	2
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