

The Tot Stop Early Years Centre

Inspection report for early years provision

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Inspector

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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

The Tot Stop Early Years Centre has been registered at its current site since 2005, originally established in 1996. It is situated in the town of Driffield. The Early Years Centre is a privately managed company. It operates from a two-storey and single storey buildings all on one main site. There is access to an enclosed outdoor area which is accessible to all the children. The Centre is open Monday to Friday throughout the year from 7.30am to 6pm.

The Early Years Centre is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 60 children may attend at any one time from birth to under eight years. Currently, there are 149 children on roll, of whom 86 are in the early years age range. Children attend for a variety of sessions throughout the week. The Centre is in receipt of funding for the provision of early years education to children aged three- and four-years-old. Care is provided for children aged from five years to 12 years before and after school and in holidays. Support is provided by the centre for children with special educational needs and/or disabilities.

There are 10 staff employed, all have relevant qualifications at level 3 to 6. The two managers have achieved Early Years Professional Status. The Early Years Centre is a member of the National Day Nurseries Association and Federation of Small Businesses.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff ensure children are fully safeguarded, with high levels of security to ensure they are safe and secure. Access to regular training also ensures that staff's knowledge of child protection is kept up to date and detailed. Children are very comfortable and settled. Activities provided and staff's professional knowledge of assessment and planning ensures all children have sufficient challenge to maintain their interest. Staff have formed positive relationships with parents and recognise their role as being central to the children's well-being. They also have excellent relationships with other local childcare providers and schools. The setting uses self-evaluation to plan future development, however, parents and children have not yet been fully involved in this process to ensure their views are always noted. The setting reflects on its practice to enable it to improve, however parents are not fully involved in this process.

What steps need to be taken to improve provision further?

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

- ensure disclosure information is handled in line with the Criminal Records Bureau Code of Practice and Explanatory Guidance.

The effectiveness of leadership and management of the early years provision

The setting is led and managed by the owner/manager and her deputy, who are qualified and support staff well. The staff group is established and works very effectively as a team. An effective recruitment and induction programme, as well as comprehensive vetting procedures ensure all adults working with the children are suitable. However, currently Criminal Record Bureau documents are stored in staff files which is not in line with current guidance. An ongoing appraisal system effectively identifies and meets staff training and development needs. This results in a staff team who are able to support and meet the individual needs of children.

Policies and procedures are in place to ensure the safe and efficient management of the setting. Staff complete risk assessments for the premises, as well as daily checks of both the buildings and the grounds, as a result the premises are safe and suitable. Risk assessments are also completed of visits into the local community to ensure that children are kept safe whilst on outings.

Partnerships with parents are good and information is shared daily either verbally or on a diary sheet. Parents are invited into the setting to see what their children use and how they access resources. They can also discuss their children's development files with key workers where their identified next steps provide ideas for activities at home. Parents spoken to during the inspection were very happy with the care their children receive. They appreciate the high security of the setting and know their children are safe. One parent discussed the flexible childcare she needs and the willingness of the setting to help where possible. They know how to make complaints and feel that they would be able to speak to staff if they had concerns.

The setting has developed excellent relationships with local playgroups, nurseries and schools. This ensures that any concerns about children can be promptly identified and addressed. The contact with the schools ensures the transition from the setting into school is smooth, with children being familiar with the new premises and staff. Visits to the setting also enable teachers to see the children at play and become aware of their interests and needs. This enables them to make future plans to meet the children's individual learning needs and address any concerns. The children talked excitedly about going to school and how they were looking forward to it.

The setting uses self-evaluation to plan future development. Each of the staff groups are able to have input into the self-evaluation, identify strengths and raise suggestions for the future to improve practice however, parents and children have not yet been fully involved in this process to ensure their views are always noted.

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

Children make good progress in their learning because they are supported by staff who have a professional knowledge of the Early Years Foundation Stage. Information about the children's achievements, interests and needs is used to support the planning of the next steps in their learning and development. Staff provide themes and activities which are then added to and enhanced by those chosen by the children. Staff have experience of caring for children with differing needs and ensure that they are all treated as individuals, with learning plans devised for those who need additional support due to disability.

The children are confident in their surroundings. They select resources and toys they wish to play with from the good variety available. Staff assist children if needed, for example, helping with dressing-up clothes. The children are curious and keen to learn, showing fascination with the tadpoles and how their legs are developing. They have also planted some vegetables and are looking forward to eating them.

The outside area is used daily by the children and babies, weather permitting. They have an outdoor classroom, climbing equipment and a wild area where they hope to see butterflies on their feeders. They have watched the apple tree produce fruit and can now hide in a willow shelter which they helped to build. There is free flow between the playroom and garden for the older children for most of the day.

Safety of the children is the setting's highest priority and they are well protected, as only authorised persons can access the grounds. Parents appreciate the security given by the entry system and the cameras which are in place. Children know they must not leave the premises without their parents or staff members. When out in the community, the children know they must walk carefully near the road to prevent accidents and they practise crossing the road when playing with the ride-on toys at nursery. They also know they must take care when near water and feeding the ducks. They are conscious of the need to use resources carefully carrying chairs with their legs down to prevent accidents, and take turns when using the outside equipment. The older children help toddlers to access the different climbing equipment safely.

The children are all very sociable, becoming good communicators and developing good learning habits. They show no concern when visitors arrive and all children, including babies, are happy to play by themselves when a familiar adult is near them. The established daily routines help the babies feel safe and secure. The pre-school children are developing very good levels of concentration and work well to complete their chosen tasks. They learn to take turns as the key fob system limits the numbers for some activities to ensure comfortable access. Children talk about their favourite activities, such as the climbing equipment and the construction toys, and also how they like to play with their friends.

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

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|--|---|
| 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

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|--|---|
| 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 | 1 |
| 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

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| 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 | 2 |
| The extent to which children develop skills for the future | 2 |

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Annex B: the Childcare Register

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