

The Carroll Centre & Poppins Child Care

Inspection report for early years provision

Unique reference number	509562
Inspection date	25/08/2011
Inspector	Alison Kaplonek
Setting address	Carroll Youth Centre1, Stanmore, Winchester, Hampshire, SO22 4EJ
Telephone number	01962 840022
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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

The Carroll Centre & Poppins Child Care has been open since 1996 and offers flexible childcare for the community, including crèche and after school facilities and a holiday play scheme. It is based in the Carroll Youth Centre in Stanmore, Winchester.

The provider is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting serves families from the local area. The setting is registered to care for a maximum of 18 children in the crèche, 40 children in the after school club and 75 in the holiday play scheme. There are currently 80 children on roll. Of these, 13 children are in the early years age group. All facilities are able to support children with special needs and those for whom English is an additional language.

Sessions at the crèche operate at varying times, when needed. Sessions at the after school club run from 3.15pm until 6.00pm Monday to Friday during term time only. The play scheme operates during the school holidays and is open from 9.00am until 4.30pm, Monday to Friday.

The centre employs four practitioners to work with children in the after school and play scheme settings at all times with additional regular casual workers employed to support them when needed. Most staff have the relevant qualifications or are working towards them. When the crèche operates, a suitable number of appropriately qualified practitioners from the bank of staff work with the children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Management and staff work hard to create a welcoming, bright and busy environment and they meet each child's individual needs well. Children enjoy many stimulating and enjoyable learning experiences both indoors, out in the park or on trips within the local area. Some good links with parents, local schools and the local authority ensure that every child is well supported. All records and policies and procedures required for the safe and efficient management of both the crèche and the out of school provision are in place, although some are less well organised or accessible for everyday use than others. Good self-evaluation ensures that the setting maintains continuous improvement.

What steps need to be taken to improve provision further?

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

- improve the organisation of records and policies and procedures required for the safe and efficient management of the setting
- build on the systems already in place for working with parents and schools to identify, share and support children's individual learning needs

The effectiveness of leadership and management of the early years provision

The implementation of a wide range of policies and procedures and accurate completion of records ensures children's needs are well met and that they are fully safeguarded. Some of this documentation, however, is unnecessarily duplicated and it is not always clear which is the most up to date. Effective systems are in place to ensure that all staff are suitably qualified and appropriately vetted. New staff have a thorough induction process and all staff receive regular appraisals, which ensure that any future training needs are identified and courses applied for. The play scheme manager and staff work well together to ensure the setting runs efficiently on a daily basis. They deploy themselves extremely well and are clear about their roles and responsibilities. As a consequence, children are provided with a busy but very safe environment and excellent adult support.

Management and staff work together to evaluate the provision and identify any areas for development. They regularly implement changes to ensure continuous improvement in the outcomes for children. The Carroll Centre and Poppins Child Care welcomes all children and is able to support children with special educational needs and/or disabilities and those who are learning English as an additional language. There is a good range of resources that children can access, such as dressing up clothes and books, which promote respect for diversity and help children develop positive attitudes to differences. The use of resources is outstanding and children freely access a huge range of resources and activities and enjoy trips out in the local community. Staff deploy themselves extremely well, providing children with excellent support.

Parents receive a wide range of information about the setting in the form of an information pack and through discussion when they drop off and collect their children. Parents are asked for their views on the effectiveness of the setting's practice as they complete questionnaires on a termly basis. Management and staff work hard to foster good partnership working with parents, schools and other professionals who may be involved with the care of some of the children. They continue to work on systems for sharing information with other settings or schools, regarding the children's learning and development, to ensure effective continuity and progression.

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

Children are extremely settled and thoroughly enjoy their time at the setting. They benefit and thrive as a result of the well resourced environment in which they play. They confidently make choices from the very wide range of resources available, such as the craft materials, marble run, chalking or bouncy castle. Children often request other resources which they know are available and staff do their best to accommodate these requests.

Children enjoy drawing, cutting and sticking or using the construction materials and older children often help the younger ones. They enjoy interacting with the new friends they have made as they make cheese and fruit faces on their decorated biscuits. They problem solve and work together as they build marble runs, helping their friends to fit the pieces together and working out which tray the marbles will end up in. Interesting and enjoyable activities are planned by the staff such as cooking, art work or having a talent show. At other times children help themselves to resources and initiate their own play while developing their skills for the future.

The older children who attend the out of school provision and the play scheme make good progress as they learn through play. The continuous provision of activities and resources enables staff to ensure that children are learning in all areas. New systems are in place for staff to make observations and assessments of each individual child's learning within the crèche facility and these are used to plan the next steps in the six areas of learning to ensure that children make the best possible progress in their learning and development. Staff within the out of school club, are starting to develop links with the local primary schools, from which they collect children, to ensure continuity and coherence in the learning and development achieved by each child.

Children attending the play scheme are very good at sharing and taking turns as they play board games or use the large equipment in the park. They all play a part in setting the club rules and behave extremely well. Children help themselves to drinks when they wish and enjoy the interaction with their friends as they all sit and eat lunch together. Children freely access the cloakroom and see to their own personal needs. They know they must wash hands before eating or after using the toilets. Children's safety is assured as staff make them aware of potential risks and encourage them to keep themselves safe. Children demonstrate an excellent understanding of how to keep themselves safe. They are often involved in risk assessing the outside area before they go out to play and alert adults to any dangers. They take part in regular evacuation drills to ensure that they can vacate the premises if there should be a fire.

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	1
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	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