

Community College Childcare

Inspection report for early years provision

Unique reference number

EY267742

Inspection date

09/11/2011

Inspector

Angela Jackson

Setting address

Thurrock Adult Community College, Richmond Road, Grays,
Essex, RM17 6DN

Telephone number

01375 383311

Email

j.hardy@tacc.ac.uk

Type of setting

Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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

Community College Childcare is managed by Thurrock Council and was registered in 2002. It operates from a large room and two smaller rooms within a purpose-built annexe of Thurrock Adult Community College, in Grays, Essex. Children have access to an enclosed outdoor play area.

The nursery is open from 9am until 3.30pm Mondays to Fridays during school term times and occasionally on Saturdays from 10am until 2pm. Children attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

A maximum of 40 children may attend the nursery at any one time, all of whom, may be in the early years age range, and of these no more than six may be aged under two years. There are currently 56 children aged from two years to four years on roll. The nursery is funded to provide free early education for children aged three and four years. It supports children with special educational needs and/or disabilities and also children who are learning to speak English as an additional language. Children come from the local and wider catchment areas.

The setting employs 13 staff including three temporary staff covering long-term staff absence. One member of staff has a relevant degree, three staff are qualified to level 4, six staff are qualified to level 3 and two staff are qualified to level 2. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children generally make very good progress in their learning and development as a result of the strong relationships staff form with parents and other professionals. Staff use the information provided by parents to plan activities that meet each child's individual needs and that build on children's previous learning. The nursery promotes full inclusion and every child is valued for their uniqueness. There is a good system in place for staff to self-evaluate their practice and to identify and target areas for further improvement. This means there is a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- further develop staff's practice in consistently setting and explaining limits so that children are encouraged to think about issues from the viewpoint of others.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected. Staff are knowledgeable about child protection issues and how to effectively manage any concerns they may have about children's welfare. The nursery safeguarding policy is comprehensive and regularly reviewed in line with local authority guidelines. Recruitment procedures are robust and all staff are appropriately vetted and suitable to work with children, therefore, children feel secure and well cared for.

The health and safety officer has a very keen awareness of the risk assessment process and how to use it effectively. For example, a termly risk assessment of the premises is carried out which accurately identifies where daily checks are needed. Action is taken immediately when changes occur, such as, the start of construction work near the perimeter fencing. This means that children are able to move freely and safely around the nursery and outside area.

Staff use their excellent knowledge of the learning and development requirements of the Early Years Foundation Stage to effectively plan activities that help all children make good progress. Furniture, equipment and toys are of high quality and extremely well organised for children to independently make choices in their learning. Children's development of new skills is significantly enhanced through staff using the resources available to excite and interest children's imaginations.

The management team has a very good understanding of the strengths in the provision and where further development is needed. The self-evaluation process is rigorous and staff set themselves ambitious and appropriate targets. The recommendations made at the previous inspection have been addressed correctly and the current planning system now successfully meets the needs of most children. The management is continually striving to improve outcomes for children.

Staff form close working relationships with parents and carers and have a very good understanding of the key person role. They build on children's previous learning and home experiences and support children effectively. Parents of older children are encouraged to be involved in their children's learning. They are provided with activities that support children's development of literacy and communication skills. Feedback from parents is used to plan more challenging tasks and children's progress is tracked and monitored regularly. As a result, focused activities are planned for children in order to develop specific skills, such as, good listening. Partnerships in the wider context are well developed and support all children in making good progress.

Staff provide sensitive support to children with special educational needs and/or disabilities or who are learning to speak English as an additional language. Resources and activities are effectively adapted to make learning exciting and easy to access. All children benefit from the care taken by staff to find interesting ways of introducing new skills. For example, the recordable pegs are a fascinating way for children to learn to listen and to form words and sounds. This means that the individual needs of all children are met and all children are fully included.

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

Staff make good use of impromptu events to promote children's understanding of how to keep themselves and others safe. For example, most children listen carefully as they learn how to avoid injury in the outside play area. They watch and discuss how construction workers on a nearby roof protect themselves, then rush off to get hard hats and tabards for role play. Imaginative resources, such as, props, develop this theme further as children learn about the properties of different materials. For example, children enjoy finding out what sort of noises they can make as they tap pots and pans, plastic surfaces and walls.

Children are encouraged to have a healthy lifestyle. They spend much of the day outside in all weathers. They learn how to keep warm and to dress themselves appropriately for sunny days and when it is raining. They independently get their coats or put on boots and waterproofs and go outside where they can run and climb or ride bikes. When they are ready for a healthy snack, children follow good hygiene rules and wash their hands before pouring themselves a drink of water or milk.

There is a strong emphasis on children developing good listening and communication skills. As a result, children interact well with staff and enjoy talking with one another. There is a wide variety of books which on fine days are taken outside so that children can enjoy a story in the fresh air. Children become familiar with the language and the use of number in everyday situations. There are number signs displayed in different areas. Children understand that these signify the maximum number of children that can be in that place at any one time. For example, children patiently wait their turn at the snack table where the number is limited to six. There is a good range of toys and equipment that incorporate technology, such as, the computer and recordable pegs. Staff observe children regularly and effectively use their assessments to target learning across the different areas. Most children engage in purposeful play throughout the session and are developing good skills for the future.

Children generally behave very well and they have developed their own 'golden rules'. Photographs of the children following these rules are displayed at low level and serve as a useful reminder for children, families and staff. Most staff use a good range of positive behaviour management strategies, such as, encouragement and praise for good behaviour. However, there is some inconsistency in the way staff help children to understand the importance of being kind to one another.

Respect for children's own cultures and backgrounds and those of others is effective. For example, children bring in photographs of celebrations with their families such as birthdays and the Nepalese festival of Bada Dashain and Tihar. In addition, staff use books, toys and activities to introduce new ideas and to promote awareness of diversity in the local and wider community.

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	1
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----