

Furness Childcare Ltd

Inspection report for early years provision

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Inspector Jacqueline Baker

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Type of setting Childcare - Non-Domestic

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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

Furness Childcare Ltd opened in July 2003. It is situated in the centre of the town of Barrow-in-Furness close to shops, parks, playgrounds and schools. The childcare facility consists of a birth-to-two years old room; a two-to-three years old room; a three-to-four years old room; a sleeping room; toilets and changing areas including disabled access; a dining area; a kitchen; an office with a reception area and a staff room with laundry. Children have access to an enclosed outside play area.

The childcare facility is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 69 children may attend the facility at any one time and currently there are 48 children aged from birth to under 8 years old on roll. The facility provides full day care, after school care and holiday play schemes. It is open five days a week from 7.30am to 5.30pm for 51 weeks of the year. Children attend for a variety of sessions. The childcare facility is in receipt of nursery education funding for children aged three-and-four years old. The facility supports children who speak English as an additional language.

All 10 members of staff are suitably qualified at National Vocational Level 2 or 3. The childcare facility receives support from an advisory teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, most children make good progress with their learning and development. They are cared for in a well-resourced indoor area. However, the outside space needs further development to provide an interesting and stimulating learning environment. Children's welfare and protection is given priority as staff are vigilant to their safety at all times. Partnerships with parents are strong. They are kept well informed of their children's progress which ensures a continuity of care and means that the needs of all children are met. Management and staff use self-evaluation effectively and are committed to continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the outside space to provide a stimulating learning environment for all babies and children
- enrich the environment with number displays to support children's developing mathematical skills.

The effectiveness of leadership and management of the early years provision

Children are protected as staff have a good understanding of the safeguarding procedures and know how to keep children from harm. They know how to identify concerns and who they should report to. Robust recruitment procedures are in place including appropriate background checks, interviews and an induction period. This together with appraisals and regular staff meetings mean that staff remain suitable for their role. Effective policies, procedures and risk assessments are used successfully to help keep children as safe as possible. The outside area is fully enclosed and good security procedures prevent others from entering the premises. The manager is committed to improving outcomes for children. She is supported by a strong staff team who are keen to improve their own knowledge and provide a stimulating environment for all children in their care. Self-evaluation is used effectively to identify areas of strength and areas for development. Target setting is realistic and has a clear purpose, for example, staff have used innovative methods to gain parents contribution to the curriculum planning. This has had a positive effect for the children as their own interests can be continued in the setting and at home. Staff have a good understanding of equality and diversity. They plan activities and provide resources that reflects the wider world. Staff identify a child's need for additional support as early as possible. They share information and records with colleagues, parents and, where appropriate, with interagency teams to ensure that each child gets the support he or she needs. Inside the setting resources are good, fit for purpose and able to support children's learning and development. Resources are stored at child height enabling all children to make free choice of activity. This promotes children's independence and allows them to follow their own interests. However, the outside area is not sufficiently stimulating and offers very little for babies. The setting has a highly positive relationship with most groups of parents and carers. They are well informed by newsletters, internet links, leaflets, notice boards and displays. They speak positively about the staff and feel confident in the care that their children are receiving. Partnerships with other providers, outside agencies and other professionals are well established and make a strong contribution to children's achievements and well-being.

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

Children make good progress with their learning and development. This is because children's own interests are well documented and staff carefully plan both adult and child-led activities using this information. Staff effectively use observations of each child and track their progress using the Early Years Foundation Stage documents. Babies creative development is fostered as they take great delight investigating paint. They make marks using their hands or large brushes and are well supported by staff who praise their efforts. Older children explore pliable and natural materials such as dough, water and sand. They learn to fill and pour water from various containers and this not only develops good coordination but also helps to develop an understanding of capacity. The inside areas are well organised

and have displays to promote children's interest. However, there are few examples of numbers in the environment. Children enjoy sharing books with both adults and their peers. Babies snuggle up to staff as they help turn pages and point to pictures in the book. Older children sit together and read familiar stories to each other; they further enhance the activity by introducing puppets. This demonstrates a good understanding that print carries meaning and fosters a love for literacy. Children are secure and develop a sense of belonging to the setting. They move around confidently and approach adults readily if they need reassurance or to share their thoughts and news. Babies settle quickly into their new environment, good quality interaction and well-organised routines help them to feel secure and confident. Most children show a good awareness of what constitutes a healthy lifestyle. They are able to describe why it is important to wash hands before meals and after using the toilet. They enjoy fruit and vegetables at snack time and have the benefit of home cooked meals which make consideration for special dietary requirements. Children enjoy spending time outside and taking part in dance activities. This encourages children to understand about the need to take regular exercise as part of a healthy lifestyle. Generally children behave well and demonstrate that they know what is expected of them. Where disagreements occur, skilled staff intervene effectively and sensitively to help children understand what is and what is not appropriate behaviour. Older children make frequent visits to the local community helping them to understand their own culture and environment. This together with a good range of activities to support diversity helps children to understand and respect others. Children and babies confidently follow their own interests and are becoming active, curious and inquisitive learners. This builds good skills needed for their future learning and development.

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