

Club 0-14 Ltd

Inspection report for early years provision

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EY415173

Inspection date

21/11/2011

Inspector

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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

Club 0-14 Limited re-opened as a limited company in 2011. The nursery has been operating since 2000 at these premises and was formerly known as Club 0-14 and Boost. The nursery is situated on the outskirts of Shrewsbury, close to the town centre and several schools. Children are cared for in several rooms, over two floors of the building and there is no lift access to the first floor. There is a fully enclosed area available for outdoor play. The nursery is open each weekday from 7am to 6pm, with the exception of one week between Christmas and New Year and Bank Holidays. The nursery offers a breakfast club, after school club and holiday provision.

A maximum of 68 children may attend the setting at any one time. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 104 children on roll. The nursery supports several children who speak English as an additional language. It provides funded early education for three-and four-year-olds.

The nursery employs 13 members of staff, including the company director. All staff including the manager hold appropriate early years qualifications. The company director holds an Early Years Management qualification and two members of staff are undertaking a degree in Early Years. One member of staff has an Early Years degree and is studying with a view to achieving Early Years Professional Status. 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 are making good progress and their awareness of the benefits of a healthy lifestyle is fostered extremely well. Children come first and staff work hard to ensure that each child is included and feels valued and special. Staff members have forged good relationships with parents and other professionals and this ensures there is a shared understanding and continuity about children's needs. The majority of paperwork is maintained well and new systems are being implemented in relation to children's learning and development records. Strategies to evaluate and improve practice are secure and the nursery demonstrates a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- maintain a daily record of children's hours of attendance (Documentation).

28/11/2011

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

- develop records of learning and development and improve strategies that encourage parental involvement in the observation, assessment and planning cycle.

The effectiveness of leadership and management of the early years provision

On the whole, children are effectively safeguarded. Policies and procedures to ensure the safe and efficient management of the nursery are comprehensive and generally work well in practice. However, children's welfare is not fully assured because accurate records are not always maintained with regards to their daily hours of attendance. Staff are well aware of their individual and collective roles and responsibilities with regards to safeguarding children and show a secure knowledge of some of the potential signs and symptoms of abuse. Robust recruitment and vetting procedures ensure that all adults working with children are suitable to do so.

The leadership and management of the provision is strong. Children benefit from the enthusiastic and committed staff team who continually strive to make the nursery attractive and welcoming to all. The provider promotes an environment of equality and respect for differences. There is an equal opportunities policy and this outlines the provider's commitment to inclusive practice. Regular communication between staff and management means that good practice and the desire to make the setting the best that they can is actively encouraged and shared. The personal and professional development of staff is actively encouraged and management successfully lead and encourage a culture of reflective practice. Parental views, with regards to how the nursery can be improved, are regularly sought.

Children are flourishing in the warm and welcoming environment provided by the nursery. They enjoy easy access to a variety of good quality resources and have plenty of space to play and rest. Staff are aware of the value of working alongside parents and other professionals and have forged good partnerships with local schools. Several children for whom English is not their first language attend the nursery and staff use a variety of strategies to help improve their language and communication skills. For example, they ask parents for key words in their child's home language and have obtained some dual language books from the library. Staff and parents regularly exchange information about individual children and this helps to ensure consistency of care. Parents interviewed during the inspection speak highly of the nursery and its staff.

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

Children are having lots of fun. They are making good progress in relation to their starting points because they are happy and secure and staff thoughtfully plan experiences based on their individual needs and interests. Staff observe children on a regular basis and use what they see and know to assess each child's progress and plan for the next steps in their learning. Individual learning and development records are maintained for each child and these are used to build up a picture of their progress and time at the nursery. However, children's learning potential is somewhat reduced because systems for completing learning and development records have recently been changed and are not yet securely embedded in practice. Also, strategies to encourage parents to contribute to observation, planning and assessment cycle have not been fully explored.

Staff skilfully help to prepare children for future life by increasing their language and communication skills and their ability to problem solve and use technology. Counting is threaded through most activities and there are lots of quality resources that help children match, sort and recognise shapes. Children explore and investigate through sand, water and a range of creative experiences and they enjoy easy access to resources that teach them about technology and how it is used. Children's independence is fostered as a variety of resources are stored in ways that they can easily access. For example, some toys are stored in low-level storage units and in boxes placed on the floor.

Children are provided with a variety of experiences that excite and interest them and an atmosphere that is warm and welcoming. They go on frequent walks in the local neighbourhood and on outings farther a field, for example, Barmouth, an aquarium and Cardingmill Valley. Staff ask children what they would like to do and listen to their ideas. Consequently, children feel valued and their self-esteem is increased. Resources positively reflect children's cultural and linguistic identity and staff help children to learn about the wider world in meaningful ways. For example, children have explored traditions associated with the Chinese New Year through food tasting, role play and craft activities.

Children adopt healthy practices and show that they are developing a secure understanding of how to live a healthy life-style. They wash their hands regularly, eat healthily and enjoy a wide range of physical activities that encourage healthy living and strong physical development. The nursery has achieved a healthy eating award and meals and snacks include plenty of healthy options. Children have grown a selection of produce in troughs in the outdoor area and are learning about where some food comes from and what plants need to grow and thrive. Children are learning to behave appropriately because staff provide them with positive role models and encourage good manners and care and consideration for others. Children are at ease with staff and this demonstrates how they feel safe and secure in the nursery. They happily go to them for comfort, reassurance and support.

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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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