

Baby-Tec

Inspection report for early years provision

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Inspector Elaine Hayward

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Type of setting Childcare - Non-Domestic

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Introduction

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Description of the setting

Baby-Tec opened in 2003 and is one of two full day care settings operated by the Worcester College of Technology Childcare Services. The setting is based within St. Wulstan's building which forms part of the college campus. It operates from two rooms plus sleep facilities in a specifically adapted nursery. All children share access to a secure, enclosed outdoor area.

The setting is registered on the Early Years Register and is registered to care for a maximum of 18 children at any one time. Children up to the age of three years attend the setting. The nursery provides a full day care service for staff and students at the college as well as the general public. There are currently 29 children aged from eight months to two years on roll. The nursery opens five days a week term time only. Sessions are from 8.30am to 5.30pm. Children attend for a variety of sessions. They are able to progress to the other college's full day care setting at age three. The setting supports children with special educational needs and disabilities and children who speak English as an additional language.

The nursery employs seven members of staff who work with the children. All staff hold appropriate early years qualifications; the manager holds and an Early Years Foundation Degree, Level 5, five have early years qualifications to Level 3 and one apprentice is working towards Level 2. The setting works closely with its sister setting, receives support from the local authority and works in partnership with other professionals.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Babies and young children are offered an excellent range of experiences, supporting their welfare and learning highly effectively. The setting is wholly inclusive with each child valued and respected. Staff are well qualified and totally committed to ensuring the needs of each child are clearly identified and met. Purposeful and close partnerships with parents, its sister setting and other professionals further support children so that babies and young children progress extremely well given their age, ability and starting points. Meaningful, ongoing reflection and self-evaluation are in place to ensure continuous improvements are sustained and enhance a setting that meets the needs of babies and young children extremely well.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further the outdoor experiences for children.

The effectiveness of leadership and management of the early years provision

Thorough and effective safeguarding procedures, with staff receiving regular updated training, ensure that children are well protected from the risk of harm. Practitioners are clearly aware of the procedures to take should they have concerns about a child. Robust recruitment and vetting procedures, supported by induction and effective appraisal system ensure the safety and well-being of all. Risk assessments with ongoing checks are thorough and enable babies and young children to move safely around the setting and on outings. Effective staff deployment and key worker system ensure that babies and young children are extremely well supported. A fully comprehensive range of documentation, including policies and procedures which are shared with parents, enhance the excellent practice and ensure the safe and efficient management of the setting.

Equality and diversity lie at the heart of the setting. Staff ensure they get to know each child's individual needs, likes and dislikes. They take time to work closely with parents with flexible settling in periods. They obtain full and comprehensive information from parents to ensure they meet babies and young children's needs in order to ensure continuity of care. Children with special educational needs and disabilities are supported most comprehensively by knowledgeable staff who liaise closely with other professionals, helping children reach their potential. The setting provides extensive information about their service. Ongoing communication is maintained through displays, clear notice boards, newsletters, verbal and written daily exchanges of information plus individual learning journals. The setting has an open door policy and continually seeks the views and input from parents and carers. Parents speak extremely highly of the setting and of the high quality of care and learning their children receive from caring and approachable staff. The setting works in close partnership with its sister setting and other professionals.

Practitioners work extremely well as a team. They are well qualified and committed to regularly update their training in order to develop their knowledge and expertise to enhance the provision even further. They are highly motivated and passionate about the service they provide, sharing a clear vision of what they want to achieve, embedding and driving improvements. They constantly and effectively reflect on their practice, seeking the views of parents and other professionals, highlighting areas for improvement and actions to take.

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

The setting is totally dedicated to meeting the needs of the babies and young children in its care. Staff ensure they learn as much about the children as possible, creating continuity between home and setting. They fully understand that children need to feel at ease, secure and confident in order to be fully engaged in learning. As a result, babies and young children are extremely happy and content and

clearly feel safe, making very close bonds with the adults who know them and their individual needs so well. They benefit from personalised learning as a result of full and effective planning for each child. Staff make meaningful observations and assessments of the children, clearly planning the next steps. As a result, children move forward at a pace appropriate to their individual needs, develop positive attitudes to learning and make excellent progress in all areas of learning given their age, ability and starting points.

Delightful interaction and praise, smiles and encouragement can be seen between adults and children. Mealtimes are happy, social events with adults, babies and children together. Young children take great pride in demonstrating their prowess and independence as they feed themselves. Beams of smiles can be seen as staff listen to the children and talk about children's experiences and interests. Babies beam with delight as staff feed them with care and encouragement.

Babies and children are extremely well supported by knowledgeable, dedicated and enthusiastic staff who provide exciting and stimulating activities alongside sleep, rest and tranquillity, to meet their individual needs. Babies are tenderly held in the arms of adults when fed with a bottle. They are praised as they pull themselves up. Babies and children are keen to explore the exciting range of resources within their grasp, ably supported by the adults around them. Staff reaffirm what a baby is doing as he slides and presses buttons on an activity toy. He is totally fascinated by the sounds and music. He beams with delight.

Young children are totally absorbed in their 'porridge play'. They see what happens as water is added and then the changes again as they knead and roll the substance, making balls. Staff reaffirm and ask questions about what is happening, naturally supporting and extending children's understanding of language, words, numbers and colours. Children and staff sing songs enthusiastically together, complete with actions, singing with gusto and then very softly. Staff and children sit on the cushions on the floor, involved in a book together. Young children learn to share and right from wrong, as they follow the lead of the adults who act as good role models. When a certain song is played they know it is time to tidy away and help to do so.

Young children are clearly proud to share their achievements displayed on the 'Learning tree'. They enjoy activities and benefit from the fresh air as they play in the outdoor space. They learn about healthy eating as they grow foods in pots, such as tomatoes and potatoes. They try the foods in the nursery or take them home to share. Developing and extending children's outdoor activities, however, is an area identified for further development in order to enhance children's experiences. Children learn about diversity and the wider world as they play with an extensive range of resources, try foods from around the world or go on walks to see the swans or visit the shops. They learn about Christmas around the world as parents share their own experiences in the setting, involved in activities and the display wishing all a Merry Christmas in their home languages.

Babies and young children receive ongoing praise and encouragement for their achievements. Their self-esteem is extremely well supported by caring and knowledgeable staff. The strong relationships that are fostered and positive

attitudes of the staff clearly equip babies and young children extremely well, helping them develop skills for the future.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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