

West House

Inspection report for early years provision

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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

Wild West was registered in 2011 and is a facility for children with special educational needs and/or disabilities. It is part of West House, a voluntary organisation providing community support service in Cumbria. It is situated in the town of Cockermouth in West Cumbria. Children have access to an open-plan play area with a soft playroom, kitchen, toilet facilities and an enclosed outdoor play area.

The facility is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of eight children under eight years may attend the setting at any one time, of whom no more than four may be in the early years age range. Children attend for various sessions.

The setting operates seven days a week from 9am to 9pm all year round, except for Bank Holidays. There is a staff team of 20, including the manager, all of whom hold appropriate qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's welfare is especially well met at the setting because staff have a thorough knowledge of each child's special needs and personal circumstances. Staff have a reasonable understanding of children's learning needs so that they make steady progress towards the early learning goals. Children are safe and secure, and they are exceptionally eager to attend and participate with activities. Strong partnership with parents and other professionals positively contributes to children's welfare and social needs being well met. The management has a generally good level of commitment to continuous improvement as demonstrated by a developing self-evaluation process, effective operational systems and a supportive staff team.

What steps need to be taken to improve provision further?

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

- develop environmental labels to include pictures with words to support all children in their decision making, including those with additional needs, new starters and very young children
- develop the system of recording children's progress towards the early learning goals with reference to the Early Years Foundation Stage guidance and stepping stones documentation to ensure the planning of activities to support individual next steps
- ensure regular evacuation drills are carried out and details recorded in a fire log book of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded and secure at the setting because staff implement good policies and procedures that ensure their safety and well-being. Referral and initial registration information for children is thoroughly kept and focusses largely on children's special educational needs and/or disabilities. Very positive relations with parents ensure that information sharing is straightforward and enhanced by regular home visits to review individual needs. Effective procedures for staff recruitment and appropriate action should concerns arise about individual children and/or staff further ensure children's safety. Regular risk assessments ensure that the building, equipment and activities are safe. Evacuation practices ensure that children know how to leave the building in an emergency. However, the use of a fire log book to record fire drills has not been established.

Resources and staff are effectively utilised to provide a balanced range of purposeful, interesting play and learning opportunities that offer satisfactory levels of challenge appropriate for the children. However, opportunities to label resources with pictures and words to support decision making and literacy skills are not maximised. This limits children's ability to fully lead their own activity at the setting. Staff reflect on the provision and consider how well children engage in planned and spontaneous activities. However, partial recording of children's progress towards the early learning goals compromises effective planning towards individual next steps.

The management is developing an effective use of the self-evaluation process and is motivated to improving the standard of care and learning provided. The setting has a strong positive attitude to continual professional development, putting in place whole team events so that all staff are up to date with critical training, such as paediatric first aid and safeguarding.

Sound and trusting relationships with parents enable staff to fully meet children's welfare needs and raise concerns with parents should they arise. Wider partnerships are developing well and enable the sharing of information and specific training that supports children's welfare and learning.

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

Children thoroughly enjoy attending the setting and express their pleasure to parents and staff. Children are safe at the setting because staff ensure that the environment is secure and risks are minimised as they arise. Children receive clear guidance on how to play safely in the environment and with equipment, such as how to handle a pair of scissors. Children are given guidance on road safety when walking to the local park and reminders about the need for seat belts when travelling by car. Consequently, children are safe and secure at all times.

Children develop healthily because the setting provides regular opportunities to

exercise at the local parks and swimming pool. The staff provide exciting food-based activities so that children learn about the wide variety of healthy foods available and investigate their shapes, colours, textures and taste. Children learn about the causes of infection because staff tell them about and remind them of hygiene routines, like hand washing after messy play and using the toilet.

The setting is equipped with a broad range of resources and activities available to all children. The staff have a high level of enthusiasm for childcare, learning and development. Consequently, all children willingly engage and make steady progress in their learning in relation to their starting points across all areas of learning. For example, children thoroughly enjoy baking cookies and eating them. They measure ingredients, mix using large spoons and their hands, roll and cut each biscuit and learn about safety in the kitchen as the biscuits bake. Children choose freely from the activities available and staff are constantly nearby to support their play if needed. For example, children enjoy a computer-based game where they burst many floating balloons using the computer mouse and staff help them as they coordinate their hand movements and count the balloons successfully popped.

Children behave well at the setting because the staff strongly model appropriate good behaviour, give consistent clear guidance to children and praise them throughout each session. Children develop an awareness of respect for themselves and others through sitting together and with staff to eat lunch when they talk about their favourite food. Children learn about the wider community through trips to local parks and the swimming pool. They celebrate differences in society through the very positive, inclusive, play-based experiences provided at the setting, such as cooperating in the making of pumpkin lanterns and masks at Halloween.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
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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