

Highview Baby Unit

Inspection report for early years provision

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Inspection date	02/12/2011
Inspector	Diane Hawkley-Holt

Setting address	Hall Green, Upholland, Skelmersdale, Lancashire, WN8 0HQ
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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

Highview Baby Unit opened in April 1998. It operates from four rooms in a converted surgery in Upholland, Lancashire. There is an enclosed outdoor area for outdoor play. The unit serves the local area. There are currently 18 children from birth to three years on roll. Children attend for a variety of sessions. The unit opens five days a week all year round. Sessions are from 7.30am until 6pm. There are five full-time staff, one part-time member of staff and a student on placement. The setting may care for no more than 18 children under 3 years; of these, not more than 3 may be over 2 years at any one time, it is registered on the Early Years Register, compulsory part of the Childcare Register and all children attending are in the early years age range. All of the staff have appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's individuality is appreciated and well supported as the practice is inclusive. Policies and procedures are established and clear, which results in the promotion of children's welfare being good. The manager has an understanding of most of her strengths and areas for improvement in her setting and takes steps to continually improve the service. She has built relationships with parents and other professionals to promote secure and consistent care for children. All children are making good progress.

What steps need to be taken to improve provision further?

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

- ensure that all suitable people and safeguarding procedures are followed and all new staff documentation is completed and verified without exception.
- 09/12/2011

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

- develop further systems for reflecting on practice and self-evaluation in order to continue to improve the quality of provision for children.
- develop further systems for tracking children's progress towards the early learning goals
- develop further the risk assessments to ensure that all equipment and activities are safe and suitable for their purpose.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and sufficiently protected in the setting because the staff have good enough knowledge about local safeguarding policies. They have appropriate procedures in place to manage any concerns they may have about children in their care. Children are taught safety rules for indoors and outdoors. This further promotes children's safety. The staff are mostly appropriately vetted and are safe and suitable to work with young children. This means that children are safe and protected. However, failure to follow suitable people and safeguarding procedures, by not completing and verifying appropriate documentation, without exception, is a breach of a specific legal requirement and may result in unsafe care of the children. The staff make appropriate use of risk assessments which are reviewed. This means that children are able to move safely and freely around most of the setting. However, not all risk assessments are comprehensive and cover all areas of the practice, this could result in inconsistent safe care for children. This is a breach of a specific legal requirement.

The staff are knowledgeable about the Early Years Foundation Stage and they use this to support children in their learning. The environment is organised and accessible to the children. The manager looks for ways to improve the provision for the children. They have attended training on exploring creative materials and this has been use to plan interesting activities for children in the setting. They have a weak system of self-evaluation which enables them to set some appropriate targets. They have addressed previous actions and recommendations promptly and effectively. This means that children are able to thrive and make progress in their development.

The staff form good working relationships with parents and carers. They have a good induction process, through which they obtain useful information about children, such as their individual preferences and unique needs. The staff use this information and observation to establish and plan for the children's development. They spend time with the parents during the induction sessions informing them about their policies and procedures. This means that parents' wishes and children's individual needs are effectively met. The staff and parents share important information through parents meetings, newsletters and daily feedback sheet, they are encouraged to add comments and share information from home. The staff communicate well with parents and have developed some effective professional relationships that benefit children. This means that parents can become involved in their child's learning and each child is supported in making progress towards the early learning goals. Appropriate relationships with the local authority advisor have enabled the staff and children to benefit from professional advice and share some good practice at the setting. These partnerships are established and contribute well to supporting children's welfare and learning.

The staff offer sensitive support to children who have special educational needs and/or disabilities. They will readily adapt activities to ensure that all children can access them. A sufficient equal opportunities policy is established and supports most of the setting's practice. The setting has a variety of equipment that depicts

people with different abilities and backgrounds. This means that the individual needs of all children are met and all children are included fully in the life of the setting.

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

Children are guided by the staff to use the equipment safely, to not run inside and be kind and caring to keep each other safe. Children keep themselves safe as they follow advice learned during activities in the setting. Children really enjoy using the outdoor equipment and they are supported to take appropriate risks. The children enjoy making creations with paint, coloured paper, glue and craft items and they display their achievements. Additionally, the large grass and paved outdoor area offers opportunities for children to jump, run, climb and push wheelbarrows. This means that children are able to thrive and make progress in their development.

Children's good health is promoted because the staff provide a clean and stimulating environment where children develop good independence with their personal care. Good health routines are well established, for example, all children wash their hands after activities and before snacks. The setting have been awarded the 'High Five' for food hygiene. Children are protected from cross-infection because the staff ensure the equipment is cleaned and checked daily. Children can freely choose activities, such as, climbing in the sensory room, playing on the computer, music, dancing, and painting. There are procedures in place for recording accidents and administering medication, which promotes children's good health. Children are well supported to recognise when they need to rest or sleep. The children and parents are consulted in the choice of snacks and routines which means that they are able to make some healthy choices about their diet.

The staff observe the children and record their progress through pictures and narratives. This information is used to plan stimulating activities, therefore, children are making progress whilst at the setting. Children are making further progress in communication, language and literacy as they spend time practicing speaking and listening and taking part in fun, engaging activities. Children access a range of books and there are plenty of opportunities for children to write and make marks, as there is a selection of paper and mark-making equipment readily available. The children also use technology in the setting, such as, computers, programmable toys, cameras and a video camera. Problem solving, reasoning and numeracy are embedded in some activities. The children are well supported by staff as they practice their newly learned physical skills and explore the setting. Consequently, children are making progress towards the early learning goals in all six areas of learning.

Children behave really well in the setting because the staff give clear explanations and set appropriate boundaries. Children are developing a respect for themselves and others whilst learning about other cultures and beliefs. Furthermore, the setting celebrates children's individuality and festivals, such as Chinese New Year and Christmas where the children enjoy mixing spices and dough to make cookies

and gingerbread biscuits. The staff make effective use of books and activities to introduce new ideas and promote diversity.

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	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
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	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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