

East Crompton St James Child Care Village Ltd

Inspection report for early years provision

Unique reference number	EY348662
Inspection date	24/11/2011
Inspector	Nicola Nolan
Setting address	Pre-School and Out Of School Care, St James Street, Shaw, LANCASHIRE, OL2 7TD
Telephone number	01706 843556
Email	
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

East Crompton St James Child Care Village was registered in 2007. It is managed by a limited company and provides childcare for families who live in the surrounding area. The setting operates from St James parish rooms and a purpose-built nursery building. It is situated in a residential area of Shaw near Oldham.

A maximum of 72 children may attend the setting at any one time and there are currently 162 children on roll. Of these, 56 children are in receipt of funding for nursery education. The setting offers support to children with special educational needs and/or disabilities. The nursery and pre-school are open from 9am to 3.15pm during term time only. The out of school facility operates from 7.30am to 9am and 3.15pm to 5.30pm during term time and 7.30am to 5.30pm during school holidays. All children have access to a secure, enclosed, outdoor play area. The setting employs 19 members of staff. Of these, seven hold early years qualifications at level 3 and the manager and two others are qualified to level 4. There are four members of staff currently working towards qualifications at level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

A well-qualified and experienced staff team create a welcoming, friendly and stimulating environment where there are strong relationships and good partnerships between staff, parents and other professionals. Consequently, children's progress towards the early learning goals is good. Most priorities for development are acted on through self-evaluation; however the setting has failed to notify Ofsted of changes to the trustees associated with the early years provision which is a breach of a legal requirement. Children are provided with many fun and interesting learning opportunities and are always busy and active. The setting deploys resources well and overall has a good range. However, the setting has insufficient resources that fully reflect different cultures and disabilities positively and this limits the way children learn about differences.

What steps need to be taken to improve provision further?

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

- improve resources by providing positive images that challenge children's thinking and help them to embrace differences to promote learning about equality and diversity.

The effectiveness of leadership and management of the early years provision

Children are mostly safeguarded and well protected because the staff are knowledgeable about the safeguarding policy and have an effective procedure in place to follow if they have concerns about the children in their care. The management have worked hard to develop robust systems to ensure the safety of the children. For example, they regularly record fire evacuations, risk assess the environment and have a clear policy on the use of mobile phones to further protect the children. However, the provider failed to notify Ofsted of the trustees associated with the early years provision. It is a legal requirement to do so. On this occasion Ofsted does not intend to take further action.

Children's learning is supported by knowledgeable adults, who are sensitive and interact well. The environment is set up effectively to accommodate all the groups that take place. For example, the pre-school is set up each morning after the breakfast club has finished and staff ensure that suitable learning areas are in place and enhanced. There is a wide variety of resources that support learning in all areas and these are accessed well. Children are included and have their needs met as staff have developed an effective planning system that plans for individual children. This ensures that all children are equal and their diverse needs are met. However, resources that promote equality and diversity are limited and as a result, children may not develop positive attitudes towards themselves and others.

Parents, staff and children are included in the self-evaluation process. The setting has a vision to support families in different ways and already the families benefit from this extra support and information. For example, parents are given information and advice on benefits and housing issues. The setting has addressed previous recommendations which mean that children benefit further. For example, water coolers are now in both of the rooms and this allows children to freely access fresh drinking water.

Children benefit from the good relationships and partnerships the setting has with parents and the wider community. Parents are provided with an information pack that includes the policies and information on how the setting operates and are given regular newsletters. This ensures they are consistently included in their children's learning. For example, daily diaries are completed to share what has happened during the day and learning is continued at home. Children with special educational needs are supported well because the setting has developed links with health professionals to work together to plan for individual children. Children also benefit from the links the setting has with the local schools as the staff regularly meet with them when collecting and dropping off children from the before and after school club. These links ensure that children's transitions to school are effective.

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

Children's behaviour is good and reflects the role model provided by the staff as they follow a consistent approach to manage it and sensitively reason with younger children learning to share. Children happily sit, listen and talk to the staff and each other at mealtimes. Their efforts are celebrated by praise and displays of their work, which develops their self-esteem. Children know the boundaries for their behaviour and understand how to protect themselves from danger. For example, they know to wait for a member of staff to supervise them crossing the road. These supportive relationships between children and staff help children to feel safe and secure.

Children follow appropriate hygiene practices, such as washing their hands before eating snacks and staff model hygienic practice when changing nappies. Children bring their own lunches and are encouraged to bring healthy food. Snacks are healthy and include a variety of fresh fruit. Children participate in active and challenging play outdoors. For example, they climb; balance and jump from large bread crates and ride bikes. They are developing good physical skills in walking, running and ball games because they have regular outdoor play opportunities. This means children have a healthy lifestyle.

Children are provided with a broad and interesting range of activities and learning opportunities to help them achieve and enjoy. They learn to role play creatively as they pretend to use a computer, they develop their reading skills as they look through the various reading materials. They make pretend camp fires outside from twigs and leaves to cook different foods on. Staff encourage this play as they pretend to warm their hands on the fire and the children copy them. This shows that the staff value their creativity and encourage the children to develop their own ideas and understanding through play. They are allowed to move the resources around to support their play and are encouraged to problem solve when staff ask them 'what do we need to build a house?' They develop their mark-making skills as they draw onto large cardboard boxes and make windows for their house. They listen to staff as they sing 'build a house' and they join in happily. Children learn to subtract as they sing number rhymes with the staff and learn to develop phonic skills as they clap the syllables of their names. Children are inquisitive and enjoy exploring the natural environment outside. They use magnifying glasses to look closely at grass, leaves and twigs. Children watch the gloop drip from their hands and feel the way it changes texture as they make marks with cutters. Information and communication technology is also used to support their learning. For example, they operate video recorders and games consoles during after school care. Having resources available enables children to progress in their own way and develop skills for the future. Overall, children are making good levels of progress towards the early learning goals in all areas of learning.

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	3
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	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