

Ashington Minors

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

Ashington Minors is owned and managed by a limited company. It was registered in 2007 and operates from purpose-built premises. The setting is situated in the residential area of Ashington in Northumberland. Children have access to an enclosed outdoor play area. The setting is open on Mondays to Fridays from 7am to 6.30pm, and children can attend on a full-time or sessional basis. It also offers after school care on Mondays to Fridays from 7am to 9am and from 3pm to 6.30pm during term time and from 7am to 6.30pm during the school holidays. The setting is open for 52 weeks of the year, except for bank holidays.

The setting is registered to care for a maximum of 66 children under eight years at any one time. Of these, not more than 46 may be in the early years age group, and of these, not more than 12 may be under two years at any one time. The setting also offers care to children aged eight years to 14 years. There are currently 106 children on roll, of whom 83 are under eight years. Of these, 65 are in the early years age group. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 11 members of staff, including the manager, who work directly with the children. Of these, two hold a qualification at level 4 in early years and eight hold a qualification at level 3 in early years. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The manager and her team of staff offer a warm and friendly welcome to all children and their families. They are keen to ensure all children are included in the setting. Children have satisfactory opportunities to make steady progress in their learning and development. Systems for monitoring their achievements are developing. Some areas of learning are better resourced than others. The staff have access to a range of training as part of the process to ensure continuous improvement is satisfactorily maintained.

What steps need to be taken to improve provision further?

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

- develop the systems for recording children's achievements, interests and learning styles by consistently dating observations in order to track children's progress towards the early learning goals
- improve resources and activities that provide positive images of people's diverse needs and cultures
- develop opportunities for children to use information and communication technology to support their learning

- improve the provision of equipment and resources that offer physical challenges to older and more able children.

The effectiveness of leadership and management of the early years provision

Children are kept secure through appropriate procedures for entry to the building. The staff have attended relevant safeguarding training and demonstrate a suitable understanding of associated issues. The recruitment procedure ensures all staff are checked with regard to their suitability, qualifications and experience in order to keep children safe. Regular risk assessments and daily safety checks of the premises and for any outings satisfactorily reduce the chance of accidental injury. Children benefit from the knowledge staff gain by attending various training courses. The adequate range of resources are appropriately organised to encourage children's independence.

There is an appropriate commitment to equality and inclusion throughout the setting and its practice. Information is shared with parents and carers daily, which enables them to continue their children's learning at home through similar activities. The staff understand the benefits of working with other professionals to enable children to meet their full potential. Appropriate links have been developed with other practitioners where children receive care and education in more than one setting. This enables staff to adequately complement and extend activities.

The manager has satisfactorily identified priorities for improvement and is striving to raise funds to achieve them. As part of the self-evaluation process, she reflects on any training staff might benefit from or any new resources needed. This enables the setting to meet the needs of children currently attending. The action and recommendations raised at the previous inspection have been positively addressed. This has had a favourable impact on improving outcomes for children.

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

Staff demonstrate a suitable understanding of the Early Years Foundation Stage framework and implement it appropriately. They know the children well and plan activities that take their interests into account. Developmental records are in place for every child. These contain observations and photographs of children enjoying activities. However, records of assessments of children's achievements are not always dated. This makes it difficult for staff to track children's progress towards the early learning goals.

Free play is incorporated into each day, where child-initiated play is encouraged and supported. Children celebrate some festivals, such as Chinese New Year and Diwali, which develops their awareness of different traditions and beliefs. However, there are few resources or other activities to reinforce their understanding of people's diverse needs and other cultures. Overall, babies and young children are starting to develop a sense of security and confidence, and most display a strong

sense of belonging. All children are learning right from wrong and are starting to take responsibility for their own actions. Daily calendar activities develop the pre-school children's understanding of the passage of time. The way that the staff listen to children encourages them to listen to others, which fosters their communication skills appropriately. Children gain confidence in using numbers during everyday situations, such as by counting the cutlery at lunchtime. They enjoy physical play and have a selection of equipment to use in the outdoor area. However, there are few resources to challenge older and more able children, which affects their ability to improve their skills in this area.

Children adequately develop their skills for the future by using interactive resources. However, although the setting has two computers, they were not working at the time of the inspection, which prevented children using information and communication technology to support their learning. Routines such as tidying away toys from the floor and regular evacuation practices encourage children to take responsibility for their own safety. Children enjoy a varied menu, including fishcakes, toad-in-the-hole and roast chicken. They are beginning to understand simple health and hygiene practices. They wash their hands before eating snacks, and after using the toilet. Children do not attend if they are sick, which enables the staff to protect others from illness. All the required procedures and documents are in place to ensure children's welfare is appropriately safeguarded and promoted.

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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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