

Thurgoland Childcare

Inspection report for early years provision

Unique reference number	302870
Inspection date	15/02/2012
Inspector	Jackie Phillips

Setting address	The Kids Centre, Halifax Road, Thurgoland, Sheffield, South Yorkshire, S35 7AL
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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

Thurgoland Childcare is a committee-run group which registered at the current premises in 2000. It operates from a pre-fabricated building located within the grounds of Thurgoland Infant and Junior School in Sheffield, South Yorkshire. The group serves families from both the local area and the wider community. There is an enclosed outdoor play area adjoining the property. The provision is open Monday to Friday from 7.30am until 6pm and closes for one week at Christmas.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 35 children under the age of eight years may attend at any one time, 35 of whom may be in the early years age range. There are currently 57 children on roll, 49 of whom are in the early years age group. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 10 members of staff working with the children, all of whom hold appropriate qualifications. The senior management team are all currently working towards an appropriate degree. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning because their individual needs being well known and respected by the kind and caring staff. Children are provided with a varied range of interesting activities that take place, both indoors and outside. Procedures to keep children safe, healthy and well protected are good overall, with the exception of two legal requirements which are currently only being partially met. Staff value and appreciate effective partnership working, particularly with parents, recognising the positive impact this has on children's achievement and well-being. The team has a good attitude and drive towards continual improvement and further development.

What steps need to be taken to improve provision further?

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

- provide information for parents stating that all written complaints relating to the requirements will be investigated, and that complainants will be notified of the outcome of the investigation within 28 days (Safeguarding and promoting children's welfare) 02/03/2012
- ensure written parental permission is requested at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or 02/03/2012

treatment in the future (Safeguarding and promoting children's welfare).

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

- strengthen partnership working, particularly with other providers delivering the Early Years Foundation Stage to children.

The effectiveness of leadership and management of the early years provision

Staff are suitable to work with children because they are appropriately checked and firm recruitment and retention procedures are established. They demonstrate a good level of commitment to promote children's safety. For example, they attend appropriate safeguarding training, maintain accurate attendance records and regularly practise the setting's emergency evacuation procedure with children. They exchange information with parents regarding accidents or injuries children sustain, including those that take place away from the setting. The property is safe and very secure, including access to children's play areas. Comprehensive risk assessments are in place alongside daily visual checking systems. All required policies and procedures for the safe and efficient management of the provision are in place. However, two documents regarding the complaints procedure and permission gained from parents for the seeking of any necessary emergency medical advice or treatment are currently only being partially met. These are specific legal welfare requirements.

Adults provide children with a well-resourced, inclusive and welcoming setting. Interesting pictures, posters, photographs and wall displays contribute towards making the environment stimulating and conducive to learning. Good attention is given to enable children to access information at their height: for example, number and alphabet lines and pictorial aids. Furniture, resources and equipment are of good quality and well organised to create focused areas for learning. Some toys are donated, which supports sustainability. The fully enclosed outdoor area is at different levels, which provides physical challenges for children. A covered outdoor classroom means they can benefit from fresh air during inclement weather conditions, although staff support children using the outdoor learning environment as frequently as possible. Highly positive relationships with parents exist, based on staff being extremely flexible to meet their needs. They are provided with a constant flow of information to keep them informed and involved. For instance, being regularly updated about aspects of their own child's achievements, well-being and development. An informative prospectus provides a wealth of information about the setting. Parents are invited to share details regarding their child's personal and individual requirements. For instance, specific medical or dietary needs, interests or special family events. The setting values partnership working with others, for instance early years professionals and partners based in school. However, the links with others who deliver the Early Years Foundation Stage are currently under developed.

Close working relationships exist between the strong, well-established staff team. There is good support to develop effective working practices through access to training, appraisals, networking events and individual opportunities for personal and professional development. Children benefit from care and education provided by adults with a secure knowledge and understanding of the learning and development requirements. Recommendations raised at the previous inspection have been addressed and improvements have had a positive impact on the quality of the early years provision and outcomes for children. For example, the property and provision has increased in size and a secure, enhanced outdoor area has been provided. Freshly prepared meals are now provided on site and staff qualification levels have increased. Plans for future improvement are based on parents, staff and children collaborating their ideas and opinions. A positive approach towards further development of the provision is clearly evident.

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

Children make good progress because they are cared for in an environment where they are positively encouraged to express themselves and play an active part in their learning. The majority of toys and resources are attractively presented to help babies and children reach them easily, supporting independent choice and decision making. Interesting displays children contribute to help them feel valued and raise self-esteem. Children's confidence levels are high and they display a strong sense of belonging and security. For example, close relationships with adults are evident, with some forming very strong attachments to their key person. Children are very familiar with the layout of the building and the routine of each session. They know where to wash their hands and find their drawers for personal belongings. They often take on small tasks of responsibility, for instance, at meal times or finding coats for their friends during outdoor play. Because children are well occupied, engaged and interested their behaviour is excellent.

Children's good health is effectively supported by nutritious, well-balanced meals and snacks that contain healthy options. The daily menu is displayed for parents to see and meals are freshly produced on the premises. Older children are involved at lunch time and practise some basic skills they will need in school; for example, collecting their plate of food from the kitchen. They find cutlery, scrape their plates and serve themselves to drinks. Regular physical exercise outdoors and as part of walks and nature trails that take place support children's well-being. Currently, staff are supporting parents to consider and include a varied selection of healthy options in children's lunch boxes. Activities, toys and resources successfully support children to develop a varied range of skills. For example, they use equipment that introduces them to everyday information and communication technology, such as touch screen computers and digital cameras. Babies play with interactive toys that require them to press buttons, turn knobs or lift flaps. This inspires them to be curious and investigative. Children experiment with play dough, model making, sand and water, and activities involving weighing, measuring and mixing, such as baking heart-shaped biscuits and buns for Valentine's Day. They grow and harvest produce, such as carrots and other vegetables. They know a range of songs and rhymes, such as traditional nursery

rhymes and those that involve counting backwards and forwards.

Adults are well informed about each child's development because they regularly observe, assess and track children's progress. This information is used very well to guide the setting's daily programme for learning, taking good account of each child's interests and specific learning needs. Written information is collated into individual child profiles and accompanied by examples of work and photographs. This develops into a valuable account of each child's learning journey to share with parents. Transition arrangements are well organised and include settling-in sessions for new children and familiarisation visits as they transfer through the setting and into the school environment. Children are well supported to understand the world in which they live. For example, throughout the year they celebrate a range of traditional and cultural festivals including Pancake Day, Eid and Chinese New Year. They observe traditional dress, taste authentic food and learn simple words in different languages. Pictures of famous landmarks are displayed, helping children be aware of the wider world. Visitors to the setting, such as a police officer and dental hygienist, help children to understand their community and the society in which they live.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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