

Officreche

Inspection report for early years provision

Unique reference number	EY425867
Inspection date	20/02/2012
Inspector	Christopher Mackinnon

Setting address	52 Dyke Road, BRIGHTON, BN1 3JB
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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

The childcare was registered in 2011 and is located on the lower two floors of a converted house, in central Brighton and Hove. Children use two large play rooms on the upper ground floor, with a larger play room on the lower level. An enclosed outdoor deck area is provided for outdoor activities.

The setting is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. Children aged up to eight years may attend, with no more than 18 in the early years age group. The setting currently has 26 children on roll, and all are in the early years age group. There is staff team of five, and all have level three childcare training. The manager and deputy have Early Years Professional Status. A parent helper system is also in place.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting is highly consistent in its organisation, and staff successfully promote individual children's care and development. Children have an excellent range of well planned activities, within a generally well organised and stimulating play environment. The high quality of the teaching and detailed assessment, enables children to make excellent progress with their learning. Staff work in a highly effective way with parents and other carers, and make full use of self-evaluation to promote and maintain continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further self-selection and children's choice of resources in the outdoor play area.

The effectiveness of leadership and management of the early years provision

The setting has fully trained and experienced senior staff, which includes two professional status practitioners. This provides highly confident and consistent management. A high level of individual staff expertise, also enables the successful presentation of a fully effective programme of play and learning. Safeguarding is strongly and successfully supported within the provision. Staff follow clearly organised safety procedures, and are fully aware of child protection policy and practice. Well organised and vigilant security arrangements are also in place, so

that children are kept safe and risks reduced.

Since registration, the setting has successfully established an attractive, child-centred play environment; with play space now available on the lower ground floor. The owner has built up a highly professional staff team, and considerable use is made of the computerised information systems. For example, staff operate a soft wear programme called 'progress matters', to record and analyse children's learning progress. The setting has a fully detailed and thorough self-evaluation document; which staff effectively use to map out future development. This, plus frequent meetings and individual staff appraisals; successfully enables the setting promotes improvement.

Resources are effectively deployed within the nursery, and the quality of the indoor and outdoor play environment is very good. Younger children have a wide range of attractive play materials, with tactile and malleable play resources well featured. Visual timetables are used, and children can choose from a well stocked range of discovery and manipulative play items. Older children have a particularly well organised series of 'work shop' areas for assembly, and resources for measuring and learning about numbers. Children also access a well presented range of technology items, programmable toys and listening equipment. The setting has a particularly well stocked range of role play set-ups, and designated areas where children can explore books and play with small world resources. A decked outdoor play area provides children with a good range of well organised play and learning; including sand and water based activities along with featured play items. However, the widening of children's range of choices outdoors, and ability to self-select play materials, is an area where further improvement may be considered.

The nursery is highly consistent and fully committed to the promotion of inclusion; and supporting individual children's development. Staff demonstrate an excellent knowledge of their key group children, and take care to promote their achievement. For example, children have highly organised individual learning, and frequent one-to-one play. The setting works in a highly successfully way to reflect diversity, and has a strong equal opportunities ethos. For example, staff work closely with the local pre-school educational needs team, and ethnic minority attainment service. Staff are also fully supportive of children with a range of languages and cultural backgrounds. Diversity has a strong focus within the play environment, and children have a highly varied range of planned cultural projects and play events.

The setting's partnerships with other provisions is well maintained and supported. Staff carry out exchange visits to other day care provisions. Written information on individual children's learning and assessment is regularly shared through key worker exchanges. The setting's involvement with parents is highly positive and particular well managed. Parents speak extremely favourably about their confidence in the setting, and appreciate being able to access information by e-mail and through the setting's website. Parents benefit from frequent contact with their child's key worker, and engage fully with the setting's assessment system, and family links package. For example, parents complete home interest reports and can share their views on the setting's many learning initiatives. Parents also have access to a photographic display that shows their children's engagement in

activities. This promotes parent's involvement and understanding of early years learning.

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

The setting's promotion of children's enjoying and achieving is excellent. Children have highly organised and consistently planned activities; that includes their starting points, interests and home experiences. Children's key workers produce detailed weekly plans that are a highly successful in the promotion of inclusive learning. For example, individual children's priorities for learning are prominently featured, to enable progress and ongoing achievement. The setting has a detailed and comprehensive system of assessment. Each child is closely monitored by their key worker, who observes their activities. Clear written reports are made of children's development, in all six areas of learning. Highly detailed and well prepared learning journey records are also kept, to chart children's progress and movement through their development stages.

Staff show a high level of confidence, and an excellent awareness of the need to encourage child led play. For example, staff use schemas, to observe how children explore and investigate the play environment. Professionally guided, adult led support is also provided. And children's critical thinking is highly effectively promoted; though close engagement in problem solving and shared play activities with staff.

Children's awareness of healthy lifestyles is consistently and fully promoted. Staff are attentive in their support for children's hygiene and hand washing. Children also learn about their bodies, and healthy eating and food awareness features prominently in the play programme. For example, children benefit from an ongoing project called Health in Early Years; which is a local quality assessment initiative. Children are successfully encouraged to engage in a wide range of active games and play, that successfully promotes their physical development. Children greatly enjoy developing their movement and balance; and opportunities to promote hand-and-eye coordination are extensive. Overall, children show an excellent ability to manipulate play materials and use a range of tools and technology items.

Children are extremely well supported and helped to feel safe within the setting. Staff provide a high level of close care, and a particularly well managed system for settling new children is employed. For example, key workers report back to parents, using written first sessions reports. A highly organised set of safety procedures and detailed risk assessments are also in place. And these ensure all aspects of children's activities and outings have a full safety appraisal. A highly organised and notable feature of the setting, is the care that is taken to enable children to make a positive contribution. The promotion of children's personal and social development is given high priority by staff, who recognise its importance as the basis for further successful learning. For example, children have picture resources; to help them learn boundaries, and promote positive behaviour. Group

play sessions, story books and well managed role play, also successfully help children learn to share; and join in with others.

The promotion of children's skills for future learning is highly consistent; and is a direct result of the setting's high quality teaching and planned activities. To promote communication, language and literacy, children are closely supported by staff in following the Every Child A Talker quality initiative. Staff compile language profile reports, so that children make consistent progress with reading and speech development. Children's problem solving and numeracy is fully included. Children enjoy the experience of many 'finding out' activities, and use resources to learn cause and effect. For example, using wind up torches to make light. Children's knowledge and understanding of the world is successfully included. They learn about nature and how life is supported, through well organised projects; like preparing a fish tank and keeping fish, for example. A lot of excellent child led role play and dressing-up activities, encourages children's creative and expressive development. And children greatly enjoy adapting resources and play materials, to follow their own ideas and interests.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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