

Ryhall Childcare Centre

Inspection report for early years provision

Unique reference number EY431712
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Inspector Anna Davies

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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

Ryhall Childcare Centre Limited has been operating under its current owners since 2007 and re-registered in 2011 after becoming a limited company. It is a privately run setting and operates from a separate building in the grounds of Ryhall C of E Primary School in Stamford, Lincolnshire. Children are cared for in two rooms with different activities based in each room. All rooms are situated at ground floor level with a ramp up to the main entrance. There is a fully enclosed area available for outdoor play. The setting is open from 8am until 6pm, each weekday, during school term times only. Children are able to attend for a variety of sessions each week depending on the individual requirements of each family. The setting serves families from the local and surrounding area and has strong links with the local school.

The setting is registered by Ofsted on the Early Years Register and also on the compulsory and the voluntary parts of the Childcare Register. A maximum of 24 children may attend the setting at any one time, all of whom may be in the early years age range. The setting accepts children aged from two years. There are currently 60 children on roll, 24 of whom are in the early years age range. There is also a before and after school provision for school children aged up to 11 years. The setting provides funded early education for children aged three and four years and supports children with special educational needs and/or disabilities as well as children who speak English as an additional language.

There are five staff employed to work with the children, four of whom hold appropriate early years qualifications to a level 3 and the remaining staff member holds an appropriate level 2 qualification and is currently working towards a level 3 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and settled in this very welcoming and inclusive setting. Staff work well with parents, carers and other professionals, enabling them to gain a thorough understanding of each child's needs. Staff demonstrate a good understanding of the Early Years Foundation Stage, know the children very well and continuously develop their systems of observation, planning and assessment. As a result, outcomes for children are good. The committed, enthusiastic manager and small staff team as well as effective systems of self-evaluation ensure that the setting has good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further the observation, planning and assessment procedures, with

regard to improving the frequency of observations made and identifying how planned activities link to the areas of learning to ensure a balance of provision.

The effectiveness of leadership and management of the early years provision

Children's welfare is consistently promoted because staff have a clear understanding of their responsibilities relating to safeguarding children, attending relevant training in order to refresh their knowledge every two years. This is supported by a written procedure, enabling staff to identify children at risk and take relevant action. Robust checks are carried out to ensure that all staff are suitable to work with children both when they start and on a continuous basis. Appropriate daily and weekly risk assessments ensure that children's safety is promoted. Staff use methods such as conducting a headcount when children come in from outside to ensure that all children are accounted for. Good daily practice and on-going explanations enable children to gain a clear knowledge of safety issues. For example, they are reminded to wait for an adult before opening the door to the outdoor area and of the possible consequences of running indoors.

Staff effectively promote inclusion. They have warm relationships with the children which helps them to feel safe and secure. For example, children arrive at the setting proud of things they have done at home such as staying in their own bed all night. Staff praise the children, thanking them for sharing these personal achievements. As a result, children feel very valued and respected. Clear systems are in place to support children with special educational needs and/or disabilities. Staff work in close partnership with parents and outside agencies to effectively support and meet children's additional needs. Children freely access a good range of toys, resources and low level furniture and equipment enabling them to make many independent decisions about their play. The outdoor area is opened up and children love to explore the play space, for example, playing in their 'den', constructing with crates or blowing large bubbles across the field. Good relationships exist between the setting and the adjacent school where those children soon making the transition make regular visits to join in with the Reception class activities. Effective partnership working has also been established with other local providers ensuring a continuity of care and learning for those children attending more than one setting. Parents feel well-informed about their child's progress through regular notification of their next steps so that they can support learning at home, as well as biannual parents' evenings. Staff work hard to create links between the setting and home, for example, using a travelling 'Ted' and enabling parents to borrow 'I can find' bags to use at home with their children.

The manager and small staff team are fully committed to providing the best quality of care for the children that attend. They are committed to further professional development and the skills and experience they have gained are evident in the good support children receive from them. Accurate systems of self-evaluation take account of the views of all staff and parents. For example, following parent questionnaire feedback, staff now use a whiteboard and a digital photograph

frame to give parents more information about the activities children have taken part in during each session.

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

Staff have a good understanding of the Early Years Foundation Stage and recognise the importance of children learning through play and first hand experiences. All staff support and extend children's learning effectively. Observation, planning and assessment procedures continue to evolve and develop. A generally good range of information is gathered about children's learning both on entry and on an on-going basis in each child's assessment file. Core provision is effectively planned for, taking account of children's interests and choices. Weekly planning of adult-led activities derives from children's next steps of learning so that activities meet children's individual learning needs. However, these plans do not show which areas of learning are covered to ensure the provision as a whole, is balanced. Observations are recorded, although not always as frequently as is necessary in order to provide credible evidence about what children can do. However, staff do know the children extremely well and use this knowledge in practice in order to effectively support and promote each child's learning. Next steps for each child across all areas of learning are clearly displayed in the relevant areas of the room to ensure that staff support is appropriately targeted.

Children enjoy coming together for circle time where they eagerly participate in challenges given by staff such as using alliteration to find another word with the same letter sound that begins their name. Children enjoy writing for purpose. For example, they demonstrate emergent writing skills as they name their own work, pretend to create a register for circle time and write titles for displays. Staff promote children's understanding of the meaning of new words such as 'moat' and some children offer explanations such as 'it is an ocean' or 'it is the water around the castle'. Children are becoming highly confident communicators; initiating conversations with each other and adults, expressing their ideas and thoughts clearly in this language rich environment. Staff are skilled at incorporating number language and challenges into everyday activities. For example, during snack time children work out how many plates and cups they will need and how to cut up a banana into four equal pieces. Children discuss what they consider to be big numbers such as '3000' and '131' during stories and play games such as 'What's the time Mr. Wolf?'. Children are curious about things they observe. For example, a child comments that 'it looks like a rainbow' as she refers to the children's different coloured clothes. They investigate how things work such as an old photocopier they have plans to take it apart. Children are ably developing information technology skills using the computer and other resources such as torches, calculators and cameras. All of these positive early experiences provide children with a good start in life to enable them to develop the skills needed for their future success. Children have lots of opportunities to develop their physical skills, such as developing their coordination using stilts and bat and ball games. They enjoy being creative and using their imagination as they create models from recyclable materials. Staff support these activities well, recognising the importance of the ideas and the procedure rather than the end product.

Children learn good hygiene routines as they wash their hands before eating, using liquid soap and paper towels to reduce the risk of cross-contamination. They enjoy helping to prepare snack, understanding that tables need to be wiped clean before they can do this. Snacks are healthy, balanced and nutritious. Children enjoy this social time, developing their independence as they pour their own drinks and help themselves to food. All staff hold valid first aid qualifications which enables them to deal effectively with minor injuries. All documentation with regards accidents and the administration of medication is well maintained. Children receive plenty of praise from staff who positively encourage children to become active, inquisitive learners. As a result, children's behaviour is good.

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	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