

The Old School Children's Centre

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

The Old School Children's Centre is a privately owned day nursery and is one of four provisions owned by this partnership. It originally opened 1990 and was re-registered in 2011. It operates from five rooms in the old Whitchurch primary school on the outskirts of Tavistock. The premises are accessed from the front yard and there are steps down to the out of school provision, birth to three-year-old rooms and outdoor, play areas. All children have access to secure, outdoor, play areas.

The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The setting may care for a maximum of 85 children under eight years at any one time; of these, no more than 61 may be in the early years age group. There are currently 100 children in the early years age group, attending at different times. The setting cares for a number of children who have special educational needs and/or disabilities. It receives early education funding for three- and four-year-old children. The setting provides out of school care for children up to 12 years. There are 21 members of staff employed to work with children, in addition to the proprietors. All have relevant early years qualifications. The setting is open each weekday from 7.30am until 6pm for 51 weeks of the year; it is closed for bank holidays.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's individual needs are met extremely well with staff developing excellent relationships with parents and with other agencies supporting individual children. This results in extremely effective sharing of information about each child's requirements. Children make excellent progress towards the early learning goals, relative to their starting points. Children enjoy a safe, secure and stimulating environment that, overall, is organised immensely effectively to promote learning in all areas. Self-evaluation within the setting is excellent and rigorous monitoring at all levels results in highly targeted action plans for further development. As a result, the setting demonstrates an excellent capacity for ongoing improvement in order to sustain their extremely high standards.

What steps need to be taken to improve provision further?

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

- considering how languages that are used by children at home in addition to English, are reflected in the setting to show that all languages are valued

equally

The effectiveness of leadership and management of the early years provision

Excellent, strong leadership and management in the setting results in very effective systems for safeguarding children. The staff implement these very well, helping to keep children safe and secure. Staff show an extremely good awareness of their safeguarding responsibilities and of the correct procedures to follow if they have concerns. The setting uses team meetings exceptionally well to keep staff up-to-date with current, good safeguarding practice. They share information from training that supports the excellent promotion of children's well-being. Employment procedures are very robust with regular checks made to confirm that staff remain suitable to work with children. Extremely thorough induction processes for new staff are based upon safeguarding children. All documentation, that helps to safeguard children and support their welfare, is especially well maintained and shared appropriately with parents. Safety procedures and risk assessments in the setting are excellent. Regular analysis of any accidents involving children is included in reviewing the safety of the physical environment, daily routines and the organisation of resources. Children enjoy regular outings into the surrounding countryside. Risk assessments for these are extremely detailed and preparation sessions with children raise their awareness of possible hazards that they may encounter.

Self-evaluation in the setting is excellent. Managers have successfully promoted a strong culture of reflective practice. As a result, all staff take an active involvement in monitoring the effectiveness of the setting. They are involved in analysing what is done very well and identifying where there is scope for improvement. Action plans for future development focus extremely well on improving outcomes for children and enhancing their experiences. Parents' views are valued highly and included in the self-evaluation process. For instance, although parents find newsletters informative, many indicated that they would prefer these and other information sent to them electronically. As a result, parents can now choose how they receive information.

Children enjoy an extremely inclusive environment where each child is valued. Family cultures are respected and their traditions are celebrated so that children begin to learn about different ways of life. Although all children currently attending the setting speak English as their first language, some children live in dual language households. Staff make use of opportunities to include children's other languages in activities, such as naming colours and numbers, and they encourage children to teach their friends simple words or phrases. However, in some rooms, there is little in the learning environment to show that children attending speak languages other than English. Overall, resources are extremely well organised to provide children of all ages and abilities with a stimulating place to play and learn. The excellent relationships staff develop with parents result in extremely good shared information that supports individual children's needs. Children who have special educational needs and/or disabilities benefit from the immensely effective professional relationships with other agencies that provide individual support. This

leads to extremely well focused planning for individual children's progress. Some children also attend other providers of the Early Years Foundation Stage, such as pre-schools or childminders. Staff are extremely proactive in establishing communication with these other providers. As a result, they are highly informed about children's progression in other settings.

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

Children's welfare, learning and development are supported extremely well. Children make excellent progress towards the early learning goals, relative to their starting points. Staff use their immensely effective observations of children extremely well to monitor children's progress, and to identify their next stage in learning. Parents regularly review children's progress with staff and, as a result, are fully informed and involved in their child's learning and development plan. Children's individual achievements are recorded extremely well in each child's 'celebration book'. These provide a thoroughly good record of children's development over time. The records confirm that children's excellent progress is maintained consistently in all areas of learning. In addition, children's records highlight for parents the 'magic moments' when their child realises they have learned something new. Activities equip children very well with the skills they need to secure future learning. The learning environment is extremely well organised overall. Children make very good use of the excellent range of resources that are age appropriate and easily accessible. Space is used very well to encourage children to explore, for example, low-level mirrors, textiles, and interactive toys invite young children to use different senses as they investigate their world.

Children of all ages demonstrate very high levels of confidence and self-esteem. They are eager and happy learners who communicate very confidently with each other and with adults. Babies and very young children feel entirely secure and content because their individual needs and routines are understood extremely well. This is demonstrated in the open and happy way babies respond to staff and the confidence with which they expect their needs to be met. Children's behaviour is excellent. This is because staff create an environment where children learn to express their emotions in highly positive ways. For instance, simple strategies like having 'indoor voices' encourage children to listen to each other and to respond calmly, should they disagree with their friends.

Children's awareness of health and safety issues is extremely good. There is a very strong emphasis on teaching children to understand and avoid potential hazards, and to make their own risk assessments. For example, children work extremely well together to build a den. They make imaginative use of a variety of materials as they build, including barrels, tarpaulins and branches. They decide to use long sticks and branches to make the roof; children identify that some sticks are 'pointy and possibly dangerous'. They use excellent problem solving skills as they talk about how to carry these safely to where they are building. This helps ensure that there is little chance of accidents to themselves or other children. Children discuss how they will use the big sticks to form a base for the roof and how they will

arrange the branches to cover these. They consider aspects such as making the roof secure so it does not collapse on their heads.

Staff support children extremely well. For example, with the den building project, staff skilfully prompt children to consider different options when they have a difficulty. They still encouraging children to make their own decisions about how to resolve their problem. Children unmistakably demonstrate through their play that they have a particularly good understanding of the importance of good hygiene routines. For example, children use play foods to make a snack for their dolls. Before their 'babies' sit at the table, children take them to wash their hands. They talk to them about 'washing properly' and hold the dolls' hands up to check they are clean before drying them. Children of all ages enjoy excellent activities that encourage healthy exercise and promote physical coordination and control. For example, very young children have a wonderful time as they scramble up and roll down grassy banks, and clamber on and leap off tree trunks. Older children thoroughly enjoy activities, such as obstacle courses and egg and spoon races. These focus on excellent use of specific skills, such as balancing and climbing over, under and through objects.

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	1
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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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