

Craghead Childcare Centre

Inspection report for early years provision

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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

Craghead Childcare Centre is owned and managed by the Craghead Development Trust and was registered in 2004. It operates from rooms within purpose built premises in the Craghead area of Stanley. The group serves the local community and is accessible to all children. There is a fully enclosed area at the back of the building available for outdoor play. The provision is open Monday to Friday from 8.00am to 6.00pm for 51 weeks of the year.

A maximum of 38 children under eight years may attend the provision, of these, all may be in the early years age group and of these, six may be under two years old at any one time. The provision also offers care to children aged over eight years. There are currently 58 children attending who are within the Early Years Foundation Stage. The provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The group provides funded early education for two-, three- and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language. They presently employ 10 members of child care staff, of these, 8 hold appropriate early years qualifications at Level 3 or above and two at Level 2. The provision receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff successfully promote children's welfare and learning as they have a very good understanding of each child's needs. As a result children make very effective progress towards the early learning goals. The setting has established strong relationships with parents and other early years settings based on mutual respect and understanding. They evaluate all aspects of the provision and identify the impact on outcomes for children well.

What steps need to be taken to improve provision further?

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

- improve assessment systems to clearly show children's progression in learning

The effectiveness of leadership and management of the early years provision

Children are safeguarded extremely well as a result of the robust policies and procedures which are in place. All staff have appropriate checks in place. All safeguarding procedures gives staff appropriate guidance on how to manage and

to promptly refer any concerns about a child's welfare, and all staff have accessed training. Rigorous and detailed risk assessments are undertaken for both indoors and outdoors. Staff are vigilant to all safety issues. Staff hold appropriate child care qualifications and have accessed various training courses since the last inspection.

The environment, both indoors and out, is well organised to provide a wealth of learning opportunities. This allows children choice in their play and resources and offers different activities to extend their play and develop their independence.

Children are cared for by qualified and experienced staff who are well deployed so they receive good adult support at all times. The setting has a positive approach to equality and inclusion. They ensure that all children are valued as individuals. They develop children's understanding of the wider world, through the range of resources available, such as books and various resources which are integrated into the home corner and relate to current topics. The setting also celebrates a range of festivals.

The manager and her team of qualified staff demonstrate enthusiasm for their work, and are committed to promoting positive outcomes for children. The process to evaluate the quality of the provision and its impact on children's progress is in place and clearly identifies the impact of changes on outcomes for children. This evaluation of training has enhanced the provision and should be continued.

Staff have established very good relationships with parents based on mutual respect and understanding. They ensure that parents are kept informed about every aspect of their child's care and education and encourage parents to share information from home, as they talk about recent events and take the bear home for weekend adventures. Staff use this information within children's learning journeys. Parents arrive at the group in a relaxed manner and talk freely with staff. The nursery has established very positive relationships with other early years settings. They ensure that both provisions are aware of the child's progress, sharing learning journeys to ensure continuity and cohesion.

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

Children make very sound progress with their personal social and emotional development and are active learners. Staff who are sound practitioners understand how to provide a rich stimulating environment which meets the individual needs of all the children in their care. They spend time alongside children to offer appropriate support to extend their learning and provide challenge, and all activities are child led. For example staff support children in a spontaneous activity in the water play as they facilitate children exploring and 'swimming'. Babies receive much one to one attention from the staff and respond to cuddles and facial expressions which helps their social and speech development. Individual care plans are carefully followed. Staff keep accurate and comprehensive observations and assessments on each child. These are linked to the early learning goals, they

identify individual next steps and clearly track children's progress. However some of these are not dated.

Children are happy and settled, they are confident with staff as staff have established excellent relationships with children. They freely seek the support of staff and talk with them about a wide range of topics both from nursery and home. Children are encouraged to express themselves through a range of resources which are freely available. This is extended and developed as staff build children's confidence and self esteem as they celebrate children's achievements, display children's work attractively and value all contributions.

Staff have a good understanding of the importance of outdoor play, and ensure that every day children are able to access outdoor play. Children are able to move freely from inside to outside which is a true extension and offers play in all areas of learning.

Children develop a secure understanding of the wider world, as they explore and experiment with a range of resources and materials within the local environment for example through taking children on walks to collect natural resources, look at changes in the environment through the seasons. Children are encouraged to develop an understanding of their community. Following a walk in the village they made a display of the local shops, and places of interest.

A healthy lifestyle is promoted. Hygiene procedures are in place as children adopt hand washing, use and dispose of tissues. Drinking water is freely available to all children. The setting provides a range of healthy meals and snacks, which are freshly prepared on the premises such as fruit and breadsticks. These are served to children in a social family environment with all children encouraged to serve themselves.

Children are encouraged to consider and recognise potential risks and dangers as they gradually accept responsibility for their own safety. They begin to consider the consequences of their actions and learn to recognise different feelings and emotions through the use of Benji bear and a range of books as they talk about happy hands and sad hands. Children are encouraged to develop skills for their future well-being as they learn to plan and solve problems together and understand technology as they use the computer with and without adult support. Behaviour within the nursery is very good, as staff set realistic and appropriate guidelines. Children understand what is expected of them and understand the consequences of their actions. They learn to be considerate towards adults and each other in the friendly, quiet calm atmosphere where staff are positive role models.

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