

Grimsbury Family Association

Inspection report for early years provision

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Inspector	Zahida Hatia
Setting address	East Street Centre, Calder Close, BANBURY, Oxfordshire, OX16 3WR
Telephone number	01295 266763
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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

Grimsbury Family Association has been registered since 1998. It is a multi provision which operates from within a Children's Centre in Banbury. The Association provides full and sessional day care, a pre-school and out of school care and serves the diverse local community. The setting is open each weekday from Monday to Friday 8am to 6pm throughout the year. The setting offers after school care and some holiday care is provided for older children who attend from the nearby school. The out of school club operates during term time from 3pm to 6pm.

The group is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is registered to care for a maximum of 76 children in the early years age at any one time. There are currently 151 children within the early years age range on roll. Of these, 68 children receive funding to provide free early education for children aged three- and four-year-olds. Children come from within the town and surrounding villages. The setting currently supports a number of children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language.

The setting employs 25 members of staff. All staff hold appropriate early years qualifications. The setting employs two members of staff who have Early Years Professional Status and a Qualified Teacher Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at the setting and spend their time actively engaged in stimulating activities. They are happy, settled and enjoy positive relationships with staff who know their individual needs well. Children's health, safety and welfare are promoted well, ensuring that they are safe and secure at all times. Overall, planning and organisation is good, providing purposeful learning opportunities that support children in making progress in their learning and development. Resources are of good quality and in the main available to all children. Staff have a strong commitment to continuous improvement and regularly access training opportunities to refresh their knowledge and support them in improving the service they provide to children and their families. This leads to improved outcomes for children.

What steps need to be taken to improve provision further?

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

- improve systems for observing and monitoring children's development and progress to ensure clear links with the early learning goals are identified and recorded for each child
- improve the availability of technological resources to ensure all age groups have access at all times

The effectiveness of leadership and management of the early years provision

Children's safety is promoted at the setting as staff show a clear understanding of procedures to follow should they have a concern about a child. Recruitment procedures are secure and all staff have undergone the necessary checks to ensure their suitability. The children play in a safe and secure environment due to the staff's good understanding of assessing risks and implementing effective procedures. Detailed written risk assessments are in place to identify and minimise potential risks to children. Staff work well as a team and are focused on providing a stimulating, safe and secure environment where children feel happy and secure. Comprehensive policies and procedures underpin the good practice at the setting and these are effectively implemented by staff.

Partnerships with parents are good. A wide range of information is obtained from parents about their children's individual needs and development prior to starting. This helps the children to settle quickly into the life of the setting. There is a wealth of information available to parents via the parents' notice board. Parents' welcome packs include the main policies and procedures and staff give daily feedback about their child's day. Parents are invited to attend meetings to discuss their children's progress and any areas identified for development are acted upon. Their views and input are valued and respected. Parents comment positively about the staff team and the care, support and activities on offer for their children. The setting works effectively with other professionals and services when needed to ensure each child is valued and included particularly those who have special educational needs and/or disabilities. As a result, children are making good progress. Good links are made with external agencies to ensure that specific needs of individuals are highlighted and supported. Equality of opportunity is promoted as children learn about the differences and similarities of people through focused activities and observing positive images from posters and pictures of different cultures around the world.

The setting is well resourced, bright and welcoming. Both indoor and outdoor areas are well organised to support children's learning in all areas. There is easy access to toys and equipment in all rooms. Children's work is displayed around the setting, helping them to feel valued and have a strong sense of belonging. Children are cared for in an inclusive setting where staff know children very well and respect their individual needs.

The early years management team demonstrates a strong vision for improvement. They show a positive commitment to training facilitated by the children centre and the parent committee to develop staff skills and knowledge in specific areas. This is then cascaded by the senior team to all staff through in-house training.

Recommendations from the last inspection have been acted upon. As a consequence, this has improved children's care, learning and safety. The setting is organised to enable children to move freely from the indoor to the outdoor area. This encourages the children to make choices and decisions independently. The setting ensures that all children have appropriate outdoor wear so that they can play outside in all weathers to extend their learning. Staff deliver a balance between child-initiated and adult-led activities, which allows children to make choices in what they do throughout the day.

Staff opinions and views from parents about the setting are used to inform the self-evaluation process. The staff team demonstrate a shared commitment to developing good quality practice and have evaluated their provision carefully to promote improvement.

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

Parents and children are greeted warmly on arrival and made to feel welcome. Staff have developed a secure knowledge and understanding of the Early Years Foundation Stage learning and development requirements. Staff support children well through the key person system. Each key person uses their knowledge of all the areas of learning and development to plan a variety of suitable activities. Staff have a good understanding of individual children's abilities, interests and special requirements. They keep detailed records of children's learning and development, including recording and identifying their next steps. These records contain photographic evidence of children doing various activities. Staff also complete a plan for each child that helps to ensure activities meet individual needs. However, observations and assessment records are not clearly linked to the early learning goals to enable key people to effectively monitor progress across all areas.

All children have opportunities to mark make. For example, younger children make patterns using finger paints or printing on card. Older children enthusiastically use coloured chalks in the outside area, while some children are beginning to copy simple words on paper or write their names in the sand. Communication skills are effectively promoted and the children clearly enjoy looking and listening to stories read to them by the adults. Younger children happily select books independently for their own pleasure. Babies are offered opportunities to develop their sensory awareness and staff provide support and encouragement as they build on their early communication skills. Children have good opportunities to learn about the world around them, including local walks and trips to the forest school. Information and communication technology resources are good and include programmable toys. However, these resources are limited and therefore not all age groups have access to them on a regular basis.

The well equipped lay-out of the outdoor play area successfully extends children's learning from indoors and encourages them to be active. Children's enjoyment of outdoors is further enhanced as they enjoy playing with sand, use mark making

materials and enjoy looking at books and use a range of constructional resources. In the garden, children are encouraged to take care of the plants as they water them. Children in all age groups access the outdoor area throughout the day. During the week both of the older age groups play together. This allows both groups to get to know each other by sharing and cooperating as they play. For example, an older child happily helped a younger child by involving and helping them to climb up the outdoor climbing frame and gently encouraging them to slide down saying 'I will go first. See, like this, then you can do it'. From then on they became firm friends and enjoyed playing with each other. Babies have their own play area, which enables them to crawl about in safety and benefit from the open air. Babies learn to take their first steps by using wheeled toys which encourages walking and mobility.

All the children enjoy a range of craft activities using a variety of materials, such as tissue paper, feathers and rice. They develop their hand eye coordination when using different sizes of paint brushes to paint pictures to take home. Older children's writing skills are developed and they are encouraged to mark their art work with their names.

Children are well behaved. Good behaviour is encouraged by the staff who are positive role models and create a calm and positive environment by listening to and praising children. Children are developing a good understanding of healthy lifestyles. Parents provide packed lunches which are appropriately stored. The setting offers children healthy snacks during the day. Staff and children sit together at lunch time; this is a sociable time for them. Children who stay towards the end of the day are offered a vegetarian meal. Arrangements for the collection of children are good. Children are only released to designated people. Staff supervise children closely and help to raise their awareness of keeping safe, by giving simple explanations of boundaries and the use of gentle reminders when necessary. Staff talk to children about the hazards of running indoors and are encouraged to tidy up the toys on the floor as someone may trip over them. All children regularly participate in emergency evacuation drills so that they know what to do in an emergency.

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