

# Uplands Youth and Children's Centre

## Inspection report for early years provision

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<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

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## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The provider must give a copy of this report to all parents with children at the setting where reasonably practicable. The provider must give a copy of the report to any other person who asks for one, but may charge a fee for this service (The Day Care and Childminding (inspection) (England) Regulations 2005 No 2300 Regulations 5 and 6).

### The key inspection judgements and what they mean

*Outstanding:* this aspect of the provision is of exceptionally high quality

*Good:* this aspect of the provision is strong

*Satisfactory:* this aspect of the provision is sound

*Inadequate:* this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

## **WHAT SORT OF SETTING IS IT?**

Uplands Youth and Children's Centre has been registered since January 2004. It operates from four rooms in a single storey building in Wadhurst, East Sussex. A maximum of 32 children may attend the setting at any one time. The centre is open each week day from 09:00 to 15:00 and the after school club from 15:10 to 18:00 during term time. During school holidays the centre is open from 09:00 to 18:00. All children share access to a secure enclosed outdoor play area.

There are currently 70 children aged from two to 11 on roll. Of these, three children receive funding for early education. Children come from a wide area. The groups currently support children with learning difficulties and/or disabilities and also support children who speak English as an additional language.

The centre employs eight members of staff, most of whom hold appropriate early years qualification. The setting receive support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

The environment is clean. Children learn about a healthy lifestyle through the routine of hand washing, healthy eating and outside play. Toys and resources within the setting are kept clean to help reduce the risk of infection whilst children play. Practitioners apply effective procedures to prevent the spread of infection, such as wearing gloves for cleaning up bodily fluids and wiping down the changing mat each time it is used. However, facilities for changing children's nappies and the safe disposal of nappies is not appropriate.

Most practitioners have up-to-date first aid training to enable them to act appropriately in the event of an accident. Accident and medication records are clear and compliant and provide parents with information to enable them to continue care at home and promote children's good health.

The popular snack time introduces children to a range of healthy choices which parents provide each day, such as oranges, apples, strawberries and bananas. Even the youngest children ask questions about the different fruit available. All children have regular access to their own individual drinking beakers to keep their bodies hydrated; older children access drinks independently and younger children do so with gentle reminders from practitioners.

Children go outside every day, morning and afternoon. They enjoy using the equipment in the play ground, such as the tunnels, the wheeled toys and the balls. Children run and play and climb on the apparatus. Even the young two year olds are

able to pedal the wheeled toys and with encouragement from staff, manoeuvre the toys.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

The premises are safe and generally secure. Visitors to the nursery are only able to enter with the authorisation of practitioners. Careful consideration is given to arrival and collection times to ensure children are protected. However, access to the nursery through the youth centre is a potential problem and must be addressed. Fire drills are carried out periodically and fire detection equipment is accessible in all areas of the building. Consequently, children's safety is promoted in the event of an evacuation.

A risk assessment both indoors and out means that children can play, learn and explore without danger. Practitioners supervise children closely when playing outdoors and ensure all areas are safe before children go out to play.

Toys and equipment are clean and in satisfactory condition. Toys are rotated to provide children with a variety of experiences that meet their developmental needs. The environment is welcoming because practitioners are starting to develop defined areas for children to play, for example, a home corner and book area. A child protection policy reflects most of the required elements although some areas lack detail. Most practitioners have a sound knowledge and understanding of safeguarding children so they can act in their best interests if they have any concerns.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

The environment is carefully prepared for both the nursery and the out of school club, as a result, children settle quickly and are keen to embark on a broad range of exciting and interesting activities that encourage and promote all areas of development and stimulate their interests. Staff know the children well. They are caring, sensitive and nurturing in their approach, consequently, children are keen to try new ideas, and make effective use of the toys and resources. There is always an art and craft activity available for those children who prefer to glue and stick or paint. Children under three explore and experiment through a range of activities that are appropriate for their stage of development.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Practitioners have a satisfactory knowledge and understanding of the Foundation Stage and how young children learn. As a result, children are making satisfactory progress along the stepping stones towards the early learning goals. However, planning children's individual

needs so they differentiate from younger and older children to ensure effective learning takes place is still evolving. Children clearly enjoy their time at pre-school and readily talk to and play with their friends. Activities are organised to enable children to play together and as a result positive relationships are forming. They are confident and many positive relationships are evident. Children learn that they are valued and take pride in their achievements, for example, practitioners take photographs of their achievements.

Printed words and labels are prominently displayed but adults do not often draw children's attention to printed words in the environment. Children have regular opportunities to make marks and some more able children are forming recognisable letters. Story time is popular amongst the children who are grouped according to their age and stage of development so that their needs are catered for appropriately. Props are used by practitioners at story time; children concentrate and participate in the story of Jack and the Bean Stalk and eagerly listen to each other when acting with the puppets.

The pre-school has a computer which children use to support their learning and other opportunities are available for children to explore simple technology and find out how things work, such as a till in the shop or the kettle. Children take part in counting routines every day. Children are introduced to mathematical language by practitioners who refer to size, prepositions and number. Numbers are prominently displayed in the setting

Children clearly enjoy exploring and investigating different materials and enjoy growing projects; photographs show children exploring gloop and corn flour and growing beans and plants. Children ably use the glue sticks and scissors to design their sticky pictures and photographs show how children are involved in constructing models from junk. Children are clearly comfortable at the pre-school. They have the confidence to know that practitioners allow them to initiate their own learning experiences, for example, painting with brushes at the table develops into painting with their hands.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children are settled and enjoy a consistent and organised routine which affords them opportunities to be active and relax. Good relationships continue to evolve between the children, their peers and practitioners. All children are respected and valued as individuals, differences are embraced and all children are treated with equal concern. Practitioners demonstrate kindness, courtesy and good manners amongst themselves and towards the children. Consequently, children learn the importance of respect and social skills.

Children find out about the local and wider world through outings into the local community and visitors into the setting. For example, photos show a visit to the farm, local green grocers to buy fruit and vegetables and national parks in the area.

Posters and resources support children's learning of our diverse society. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers of funded children is satisfactory. Parents are happy with the care that their children receive. They are greeted warmly by practitioners who are kind and caring in their interactions. A key worker system has been recently introduced but parents are not yet familiar with their child's key worker. Parents receive regular newsletters about the setting as well as some opportunities to find out about their child's progress. As yet there are no systems in place to involve parents in establishing children's starting points on entry to the nursery.

## **Organisation**

The organisation is satisfactory.

Overall the provision meets the needs of the range of children for whom it provides. All adults working at the setting have undergone checks to establish their suitability and over half are qualified. Recruitment procedures ensure staff working with children are suitable and those awaiting clearance are never left unsupervised. The registration certificate is prominently displayed to keep parents and visitors informed and the attendance register confirms that the provider complies with the conditions of registration. All documentation is stored securely and is generally well maintained for the efficient and safe management of the setting and for the welfare and care of children. Any parent wishing to speak to staff confidentially may do so in the dedicated office.

The Leadership and management of the setting are satisfactory. Practitioners work well together and are a happy team. A system of staff appraisal is beginning to develop. Practitioners meet regularly to discuss the care and educational programme on offer, although planning does not clearly outline what children are expected to learn from activities. A system for monitoring, reviewing, and evaluating the educational programme is evolving.

## **Improvements since the last inspection**

At the last inspection there were five recommendations made. These were to develop staff's knowledge and understanding of child protection issues and update the written policies and information about the service, including a record of visitors on the premises. They were also asked to improve the areas of the premises used by the out-of-school club so that children are unable to leave them unsupervised and provide additional toys and resources to meet the play needs of children from four to under 11 years, ensuring that they promote equality of opportunity and disability. The provider has successfully addressed most of these recommendations. As a result, outcomes for children are positive. However, access through the youth centre remains an issue and therefore a recommendation made in this report.

## **Complaints about the childcare provision**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### *The quality and standards of the care*

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- revised systems in ensuring when changing children nappies is appropriate
- ensure that there are secure systems in place to prevent unwanted visitors gaining access.
- ensure the policies and procedures are updated and include current legislative changes to the complaints procedure

#### *The quality and standards of nursery education*

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop the planning and assessment to reflect children's individual needs and highlights how they differentiate from younger and older children to ensure effective learning takes place.
- continue to provide written plans ensuring they are linked to the six areas of learning and make clear what children are expected to learn from activities.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2473) which is available from Ofsted's website:  
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