

Patchwork Childcare

Inspection report for early years provision

Unique reference number	254284
Inspection date	29/03/2012
Inspector	Jennifer Beckles

Setting address	Silver Road, Norwich, Norfolk, NR3 4TF
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Telephone number	01603 400647
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Email	
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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

Patchwork Childcare registered in 1992. It operates from the community rooms attached to St Mary Magdalene Church in Norwich, Norfolk. Children have access to a secure enclosed outdoor play area. The pre-school is open each weekday from 9am to 12noon and 12.30pm to 3.30pm, during school term time. A lunch club is offered between 12noon to 12.30pm. An after school club is also provided from 3pm to 6pm.

The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children may attend the setting at any one time; no more than 28 of whom may be in the early years age range. There are currently 52 children on roll within the early years age range, of whom 30 receive early years funding. The setting supports children with special educational needs and/or disabilities and children who have English as an additional language.

There are eight members of staff who work directly with the children. One member of staff holds Early Years Professional status; six staff hold relevant childcare qualifications, four at level 3 and two at level 2. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in this happy and well ordered environment. Careful planning, based on children's needs and interests, supports their development. There is a good range of high quality resources and, overall, children's experiences are broad and enriching. Most required policies and procedures are in place to effectively safeguard children. The setting strongly reflects on its provision and has a good awareness of its strengths and weaknesses. It is committed to continually improving its provision and outcomes for children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that the appropriate agencies are notified of any allegations of abuse without delay (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register).

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

- develop opportunities for children to find out about features of their local environment, particularly through outdoor trips.

The effectiveness of leadership and management of the early years provision

Children's safety is supported by a range of measures, including appropriate staff to child ratios, good recruitment and selection procedures, and a designated child protection coordinator. Risk assessments and most required policies and procedures are further measures to ensure children's safety. This includes accident, medication and daily attendance records. However, the procedure for dealing with allegations of abuse against staff or volunteers does not include all required contact details. This does not wholly support children's safety and is a partial breach of requirements.

The environment is warm, welcoming and well ordered. An indoor hall is used well to cater for a wide range of engaging activities along with a separate well-equipped room for creative activities. Resources are stored in low level accessible storage units which enable children to make independent choices.

The setting regularly evaluates its provision and has good insight into its strengths and areas for development. It has worked hard to meet previous recommendations, such as an improvement to the ways in which parents are regularly informed of their children's development. A special educational needs coordinator organises effective support for any children with special educational needs and/or disabilities. Outcomes for children are good because there is valuable liaison and advice from other relevant professionals involved in children's care and learning.

Secure attachments to staff help children settle well. Staff use their knowledge of the children to plan effective experiences based on the Early Years Foundation Stage. Parents spoken to at the time of the inspection expressed good levels of satisfaction with the provision and their child's progress. They appreciate the free access to their children's key book which contains samples of art work, photographs of achievement, and observations. Parents write comments in these and have opportunities for meetings with staff to discuss their child's development each half term. This means that parents are well informed of their children's progress. They contribute to their care and learning by sharing information with staff about their children's interests, likes and dislikes and abilities. There is good partnership work with a support teacher who regularly visits the setting to offer advice and information on all areas of the Early Years Foundation Stage. Children are effectively prepared for the transition to school because the setting has formed close links with two primary schools that enables children to visit and become familiar with school routines and teachers. Reception teachers also visit the setting to get to know the children prior to their attendance at school. This means that there are valuable partnerships with others that support good outcomes for

children.

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

Children are happy and enthusiastic in this setting. Highly appropriate routines help children to feel secure. They know how to keep safe as they play because they understand the ground rules for behaviour. For example, as they use 'walking feet' while playing indoors and adhere to number limits for certain activities. Children have a good awareness of the health benefits of eating well and happily choose to eat snacks, such as breadsticks, raisins and fruit. They point to colourful wholesome food posters and identify their snacks. Children know how to prevent the spread of infection and talk about how germs can 'make their tummy sore'. This encourages them to wash their hands readily at appropriate times. Children have daily opportunities for fresh air and exercise as they use the enclosed outdoor area to ride bikes, scooters, climb and balance.

Overall, children's needs are well met because staff are confident in their knowledge of how children learn and the Early Years Foundation Stage. They learn about the world around them as they run in the wind with large wands filled with bubble mixture and watch with delight as bubbles soar into the sky. Children practise creative skills as they cover spiral paper snakes with different textures and watch in wonder as they unfurl. They learn about equivalence and develop counting skills as they use wooden bricks of different sizes to build their own designs. Children recognise their own names from cards and learn how to write their names independently. They develop a love of books from a high quality selection in an inviting book corner. Children learn to take turns, use their imagination, and develop speaking skills as they dress up as different characters during role play. They operate technology with great skill and develop skills for the future as they scroll through programs to select and print a picture to colour independently. They play bongos from Africa and make their own music while identifying beats and creating rhythm. However, children do not have sufficient opportunities to find out about features of the local environment because very few trips are planned. This means there are missed opportunities for children to develop knowledge in this area.

Children behave well and are supported to learn to share by having a 'sharing' circle time where they discuss and hear 'sharing' stories. Staff aim to help children to manage their feelings in an appropriate way and to think and resolve things themselves, offering adult support where needed. They learn to value and accept difference because their environment and resources reflect diverse backgrounds and cultures. Staff talk to children about different cultures and celebrate significant events, such as Chinese New Year. During this they made paper dragons, set up a Chinese Parlour in the role play area, which served real Chinese food, and listened to stories.

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Safeguarding and promoting children's welfare) 29/04/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Safeguarding and promoting children's welfare) 29/04/2012