

Childcare @ St Georges

Inspection report for early years provision

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Inspector	Elisia Jane Lee
Setting address	Childcare at St. Georges, Broadway, Wakefield, West Yorkshire, WF2 8AA
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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

Childcare @ St Georges is committee run by voluntary directors and people from the local community. It was registered in January 2000 to care for no more than 70 children under eight years of age. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are 90 children on roll, of whom 26 are in receipt of nursery education funding. The provision is part of the St Georges Community Project, and is located in the Lupset area of Wakefield. The setting serves the local and surrounding areas. Care is provided in an adapted building and there are four main playrooms. Children have access to enclosed outdoor areas. The nursery is open each weekday, from 8am until 6pm throughout the year except for statutory bank holidays. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are twenty staff who work directly with the children and a manager, all of whom have an appropriate childcare qualification. One staff member holds a level 6, one staff member holds a level 5, three staff members hold a level 4, thirteen staff hold a level 3 and three members of staff hold level 2 qualifications. The setting has the support of the local authority and is a member of the National Day Nurseries Association and the Preschool Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's welfare and learning needs are exceptionally well promoted and are given the highest priority. Children make excellent progress in their learning and development and enjoy a wide range of highly stimulating activities, experiences and resources. Systems for observing children are highly comprehensive. Children are valued as unique individuals and an exceedingly strong inclusive ethos threads through all aspects of the setting. Children's progress is effectively shared through superb partnerships with parents and carers and exemplary partnerships with other professionals. Overall, the setting uses highly effective self-evaluation and review procedures thoroughly, to ensure that the service continually improves.

What steps need to be taken to improve provision further?

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

- finding new, innovative ways of working with parents

The effectiveness of leadership and management of the early years provision

All staff ensure the safety and welfare of children is given extremely high priority therefore, arrangements for safeguarding children are exceptional. The staff are highly skilled and understand how policies are used in practice and know the importance of this to support positive outcomes for children. The highly effective policies and procedures are reviewed on a regular basis to ensure they continue to meet requirements. The organisation and management of the setting is superb with the focus always being on improving outcomes for children. For example, highly skilled staff ensure that planning is extremely flexible to take into account children's individual needs and next steps in learning are rigorously supported. The staff use the environment and resources within the indoor and outdoor areas with skill, which gives the children a choice of varied and imaginative experiences.

Staff use highly effective self-evaluation systems to constantly monitor their service and achieve high standards. This is demonstrated by staff undertaking further training to support their existing expertise. In addition staff have developed focussed improvement plans, which identify actions to monitor and review impact. The staff undertake exemplary quality checks and self-assessment, which leads to continuous improvement in practice and extremely positive outcomes for children.

The staff have created a highly stimulating and welcoming environment. All children enthusiastically enter the setting and use resources independently. Children are inquisitive learners, they ask questions and problem solve during activities. The environment is rich, varied and imaginative as high quality, multiple resources are used well and fully support children's learning and development. The outdoor area has been significantly enhanced and offers an extremely wide range of experiences. Children relish outdoor play and become engrossed in activities, such as playing in the wooden gazebo, using a wooden stage area, using climbing walls and discussing bulbs and seeds that have been planted.

An equality and diversity policy outlines an excellent commitment to promoting inclusive practice. The staff have a highly comprehensive knowledge and understanding of individual children and as a result their needs are extremely well met. Children with special educational needs and/or disabilities are exceptionally supported through the staffs knowledge and outstanding liaison with other professionals. Excellent systems are in place to work alongside other schools, settings and carers to ensure progression, continuity of learning and smooth transition for all children. Partnership with parents and carers are exemplary. The manager and staff take a lead role in supporting parents, informing them and signposting them to other multi professional agencies. During times of transition staff develop individual photograph books for each child to support them in becoming familiar with their new setting. In addition transition documents are shared between providers and parents. This is excellent practice and is highly successful as it allows information to be discussed and shared between all carers, ensuring that the needs of each individual child are always given high priority.

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

Children enjoy a wide range of stimulating play experiences and make excellent progress in their learning and development. The staff know the children exceedingly well and plan activities taking into account their individual interests and capabilities. Observations are undertaken regularly and children's interests are skilfully documented. Children show a desire to participate and actively contribute to the running of the setting. For example, children express ideas for resources and activities.

Children are warmly greeted at the door and show a strong sense of security. All children progress in their personal, social and emotional development as the staff are highly effective at encouraging children to participate in routines and give consistent praise. This promotes self-esteem, builds their confidence and promotes communication. The staff provide a wide selection of resources to enhance children's communication, language and literacy skills with excellent opportunities throughout the setting in all areas of learning. For example, writing in the role play area, using an easel for indoor painting, a sand tray for early mark making, outdoor whiteboard and chalk board, free access to books, focussed book of the week and labelled resources. Younger children communicate by pointing and repeating simple words and phrases. Activities are planned and differentiated very well to support children's individual needs. Concentration skills are well developed as children have purposeful and developmentally appropriate learning opportunities.

Children's creativity is supported through a wide range of role play equipment, creative resources and a good range of media. For example, children dress up in a range of different cultural outfits when celebrating festivals around the world and they enthusiastically play in different role play areas including a home corner and garden centre. All children access the outdoors every day where they choose an excellent range of activities to develop their creative and physical skills. Children become interested in the environment by going on outings and taking part in activities, such as visiting the local children's centre and taking walks in the local environment. Children also access a designated allotment area so that they sow, plant, nurture and grow an extremely wide variety of fresh fruit, vegetables and herbs.

The staff are fully committed and support children to develop a full knowledge and understanding of the world. All children are highly valued and engage in a wide range of activities and experiences, which help them to value diversity. For example, they taste food from different cultures during snack, celebrate festivals from around the world, learn about different religions and use a good range of multi cultural resources.

Children's welfare is positively promoted. For example, children are taught how to be safe through ongoing discussions about stranger awareness and by taking part in emergency evacuations of the building. Children listen to instructions extremely well.

The staff embrace and welcomes everyone into a wholly inclusive environment. Children take part in music and movement sessions and yoga sessions. Consequently children appreciate the role exercise has in creating a healthy lifestyle. Snacks and lunches are extremely healthy, offering a wide choice of fresh produce and healthy options. Food that children have grown in the allotment area is incorporated within snack time. Children demonstrate they know about good health; for example, they talk about how food is good for you and how it makes you strong. Babies and younger children's health, physical and dietary needs are exceptionally well met by staff; therefore children are extremely content and settled within the setting.

Children use recycled materials in their creative work as staff use recycling resources innovatively in the environment. For example, outside wall friezes incorporate jar lids and bottle tops. Consequently children are gaining an awareness of the importance of recycling. All children have a wide range of opportunities to use electronic equipment and programmable toys with great confidence. For example, children use cameras, walkie talkies, programmable toys, remote control toys, torches, calculators, the television, microphones, compact disc players and computers. Children use objects from 'real life' which support them in effectively developing skills for the future. As a result children's outcomes are significantly enhanced.

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

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