

Coral Cove (Devizes) Ltd Trading as Treasured Tots PreSchool and Fantasy Island

Inspection report for early years provision

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EY426455

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Inspector

Beverley Blackburn

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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

Coral Cove (Devizes) Limited opened in 2011. It offers pre-school and out of school care for children aged between 2 and 12 years of age. Coral Cove operates from five rooms and associated facilities within a soft play centre, on the outskirts of Devizes, Wiltshire. The main indoor play space is provided on the first floor, accessed by a flight of stairs. Access to the ground floor of the premises is suitable for wheel chair access. All children have access to secure outdoor play areas. Children also use the soft play area.

Coral Cove is registered on the Early Years Register and both parts of the Childcare Register, to care for 60 children aged from two years to under eight years, 36 of whom may be in the early years age group. There are currently 14 children aged from two years to five years on roll, who attend for a variety of sessions. The setting is willing to support children who have special educational needs and/or disabilities and those for whom English is an additional language. The setting is in receipt of funding for the provision of free early years education to children aged three and four year olds. The setting is open Mondays to Fridays from 8am to 6pm. It opens all year round with the exception of public holidays and a week between Christmas and New Year. There are currently 5 staff employed to work with children. Regular support is received from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a bright and inviting environment in which they receive as much individual time as possible. Children have access to a good range of activities and resources. Most of the required safety measures are in place to ensure children's safety, although they do not practice the emergency evacuation drills. Overall, children's welfare is promoted effectively but not all staff have a secure understanding of the safeguarding children procedure. The good partnerships with parents help the staff to effectively meet the needs of the children. The setting reviews their practice, in order to meet effectively children's individual requirements, resulting in a provision that responds to continuous improvement.

What steps need to be taken to improve provision further?

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

- create opportunities to discuss and practice keeping safe including the practice of evacuation procedures
- improve all staff's knowledge and understanding of safeguarding procedures
- treat mealtimes as an opportunity to promote children's social development, while enjoying food and highlighting the importance of making healthy

choices.

The effectiveness of leadership and management of the early years provision

Staff ensure the environment is safe and secure due to an effective risk assessment process. They ensure daily checks of all areas of the premises accessible to the children. Most children have a secure understanding of being safe in the setting, but there are a few who are developing their awareness and understanding that running or climbing on chairs can be harmful to themselves and others. Most staff have a sound knowledge and understanding the safeguarding children procedure but this is not consistent amongst the whole team and as a result, the arrangements for safeguarding children are not fully robust.

Key workers get to know the children in their group well by assessing and recording the progress that these children make. These assessments are used when planning activities for the following week and are linked to the criteria in the Early Years Foundation Stage provision. They are recorded systematically in each child's individual records and are used to inform discussions at parent meetings. Activities are planned to ensure all children are included and that they receive interesting, enjoyable and challenging experiences across all six areas of learning and development.

The setting promotes equality and diversity and provides a range of toys and play resources, such as books, play people and soft toys that reflect this aim. Children are learning to value diversity and to understand and embrace the differences of cultures and religions. All children are encouraged to enjoy the full range of play opportunities offered, such as both boys and girls enjoying the craft activities. Staff are aware of children with special educational needs and/or disabilities and where needed children receive good support from the staff. The setting currently does not have contact with the local school or other settings that provides the Early Years Foundation Stage but is aware of the importance of the link in order to promote continuity of care and education.

The staff are deployed appropriately and ratios are maintained to ensure children are supported and their individual needs met. Children benefit from the well-managed resources indoors which are used effectively to achieve the planned goals in the children's learning and development. The outside provision is spacious and includes a grassed area but is not always utilised to its fullest capacity resulting in missed opportunities for outdoor physical activities.

The setting's self-evaluation procedure is developing in raising the standards. The setting has identified aspects for improvements to better the overall quality of the early years provision and the outcomes for children. The staff have a good relationship with the parents. They are beginning to work well together, enabling an effective two-way communication where information is shared effectively.

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

Children enjoy and benefit from the relaxed atmosphere, where they have access to good quality resources that supports their care and education. Staff demonstrate a common sense of purpose in helping the children achieve as much as they can. They work together to plan a good range of interesting activities and experiences that links to all the learning areas well. Planning is flexible, clear and covers all areas of learning which includes children's interests and ideas. Staff interact well with the children, giving praise and using prompting questions effectively. Consequently, children are motivated to learn and persist at their chosen tasks and they make sound progress in their learning and development. There is a good balance of adult-led and child-initiated activities. Children enjoy a variety of activities, such as creative play, water play, cooking, and imaginative play, mark making. They enjoy art and craft or using their imagination and creative skills during imaginative play. Children are developing their communication skills as staff spend time talking to them. Staff use effective open ended questioning, during play to help children think critically. They are encouraged to ask questions and develop their confidence in participating in conversations. Children are encouraged to take the lead in initiating activities from their interest.

The room is welcoming and is organised well to meet the needs of all the children. All toys and resources are easily accessible to the children. Children's healthy lifestyle is supported generally well. They enjoy regular physical activities and learn about healthy eating. However, meal times are not always treated as an opportunity to promote children's social development while enjoying food and highlighting the importance of making healthy choices.

Suitable support from staff helps children to manage their own personal hygiene. They are aware of the children's dietary needs and work with the parents to ensure children are provided with appropriate meals. Children are cared for in a suitable safe environment, but opportunities to help them understand how to keep themselves safe by practicing of the evacuation procedures are limited. Overall, children are appropriately cared for with their individual needs sufficiently met.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
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