

Ushaw Moor Childcare

Inspection report for early years provision

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Inspector Geoff Dorrity

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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

Ushaw Moor Childcare is one of two facilities run by the trustees of Ushaw Moor Pre-school. It was registered in 2005 and operates from purpose-built premises in the grounds of Silver Tree Primary School. The setting is registered on the Early Years register and the voluntary and compulsory parts of the childcare register. A maximum of 28 children may attend the setting and of these not more than six may be under two years at any one time. The group is open from 8am to 5pm each weekday throughout the year, excluding public holidays and the Christmas holiday period. All children share access to a secure enclosed outdoor play area.

There are currently 38 children, aged from 9 months to four years of age, on roll. The group mainly serves the needs of the local community, although some children come from a wider geographical area. Children generally attend a variety of sessions to suit parents' working patterns. The nursery is funded to deliver the two year old entitlement and supports children with English as a second language, and those with special educational needs and/or disabilities.

The group employs five members of staff. Of these, one holds a degree in Children's Care and Education, one holds a level 5 qualification, two hold a level 4, and one holds an appropriate Level 3 qualification. Two members of staff are working towards Early Years Professional status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Outcomes for all children are good. Children make progress because they are provided with good quality, individualised care and learning in a stimulating, positive environment. The nursery regularly reviews provision and practice, and continuously makes improvements based on this. Highly effective relationships with other professionals and provision provide children with a consistency which assures their protection and supports their learning. This is a particular strength of the setting along with the individualised support they offer to children with additional needs.

What steps need to be taken to improve provision further?

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

- develop the planning and assessment processes to more clearly identify the next steps in children's learning
- enhance partnership working with parents to enable greater involvement in their child's learning by providing ideas for activities they may undertake at

home.

The effectiveness of leadership and management of the early years provision

There are effective strategies at the setting to ensure children are safe. For example, there are comprehensive risk assessments in place that include daily visual checks. The main entrance to the premises is controlled by electronic key fob access and a camera monitored entrance. All visitors have to sign in separately and show their identification before entering the childcare. Safer recruitment practices are followed and staff have been checked to confirm they are suitable to have close contact with children. All staff know the actions to take if they are concerned about the well-being of a child in their care and have attended safeguarding training. Children show they feel safe and secure at the setting. They are taught to keep themselves safe, such as using equipment safely and sweeping away spillages to avoid accidents. They are not uncomfortable in the presence of strangers, are confident and readily communicate with them.

The nursery is aware of its strengths and weaknesses. Staff constantly look for ways to improve the provision for the children. Continuous professional development is seen as a priority by the management, with training needs identified through appraisal and supervision. All recommendations from the previous inspection have been addressed promptly, for instance, fire drills are regular practised and recorded. Recent improvements have included the development of a cooked meals service to improve the health outcomes for children. The partnership with the local advisory teacher is strong and is used to gain an independent view of the setting. Available data is analysed to identify any differences such as progression of boys compared to girls, or the identification of numeracy as an area for development in the locality. Staff are deployed to meet the needs of the children. This means that children are accessing good quality care and learning.

The setting has established good working relationships with parents. However, this does not fully support parents' engagement with their child's learning and development. Highly effective, robust relationships are established with other provision and professionals involved with the children, such as health visitors and local schools, and contribute well to supporting children's welfare and learning. Partnerships with other professionals are particularly significant in the high levels of care the setting provides to children with additional complex needs. Collaborative strategies are developed, and resources supplemented to meet the needs of these children. For example, staff are trained in peg feeding, suction and epilepsy, and multifunctional chairs are sourced, to enable the inclusion of all children.

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

Children are making good progress in relation to their starting points. Good quality planning and environment cover all areas of learning and the five outcomes. Highly qualified staff use their knowledge and skills to accurately observe and assess children. However, these assessments do not always clearly identify the next steps in children's learning. Children are appropriately challenged to develop their thinking. For instance, in water play they are asked to predict what will happen as they enjoy stamping and splashing in the water tray. They independently select resources to improve the collection of water when filling the container. In the outdoor area, they identify mini beasts found in the soil and are asked to describe them in terms of size. Whilst planting they are taught about the different vegetables and how the seedling will produce a beetroot. When asked what the seedling will need the children know that it will need water and light. Staff consistently praise children for their achievements, so developing their self-esteem. There is a focus on using natural materials in all areas of learning. Resources are easily accessed and clearly labelled, enhanced by visits from organisations such as zoolab and by going out on walks in the local environment. They have access to information technology and enjoy independently playing games and activities on the computer. This means children are able to learn independently, thrive and make good progress in their development.

Children demonstrate they feel exceptionally safe in their confidence in the environment and in their understanding of the importance of established routines. They feel very secure with staff in presence of other adults. High standards of behaviour are made explicit by staff and in documentation ensuring children feel safe. The road safety officer and police visit to develop children's understanding of personal safety. Before going out on walks they identify and talk about any risks they may come across. The children use equipment safely and know the consequences for others, for example, when digging with spades and using bicycles in the outdoor area.

Children are developing a good understanding of healthy lifestyles. Children enjoy physical play in the outdoor environment using natural and recycled materials. They are supported to take risks in balancing on planks and crates. They understand that physical activity makes the heart pump faster and that is good for you. They serve themselves water and snacks and can identify which are healthy foods. However, children are less independent at dinner time with meals being plated by adults.

Children's ability to make a positive contribution is developing well. Overall their behaviour is excellent. When sharing equipment they recognise when they have mistakenly taken something from someone else and willingly relinquish it, selecting another item to use. They co-operate well to achieve an end goal. When planting pansies, one child digs a hole, whilst another passes the plant to them for planting. Children respond well to the expectations of adults, responding appropriately to instructions when using cutlery during dinner. They are very confident and know and follow routines, for example when gathering together for a snack or washing

hands before and following lunch. Their awareness of other cultures is good. They celebrate many different festivals through food, art and craft, role play, song and stories. Issues of difference are discussed at circle time. All children from different cultural backgrounds play well together demonstrating the respect they show for each other.

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	1
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	1
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

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