

Coniston Childcare

Inspection report for early years provision

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Inspection date	27/04/2012
Inspector	Sandra Williams

Setting address	Coniston C of E Primary School, Shepherds Bridge Lane, CONISTON, Cumbria, LA21 8AL
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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

Coniston Childcare is a privately owned nursery and out of school club which has been registered in its current premises since October 2011. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting operates from two rooms based within Coniston Primary School, which is situated close to the centre of Coniston in Cumbria. The children have access to a baby/sleep room, main play room and toilets. The children also have access to two enclosed outdoor play areas.

The setting is open from Monday to Friday from 7am until 6pm, for 47 weeks of the year. A maximum of 26 children under eight years may attend the facility at any one time, of whom no more than 26 may be in the early years age group. There are currently 28 children on roll, of whom 15 are within the Early Years Foundation Stage. The setting is in receipt of funding to provide free early years education for children aged two-, three- and four-year-olds. The setting supports children with special educational needs and/or disabilities and children who have English as an additional language. There are seven members of staff who work with the children, all but one hold appropriate early years qualifications to a minimum of National Vocational Qualification level 3. The manager has completed a foundation degree in Integrated Care and Education for Children and Young People.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The uniqueness and individual needs of all children are recognised and catered for well in this stimulating nursery. The motivated and committed staff group successfully promote children's safety, welfare and learning to a good standard. Children are making good progress towards the early learning goals and, in the main, their progress is well recorded. The children choose from a good range of resources, most of which are easily accessible to the children. Good partnerships with parents and excellent partnership working with other agencies contribute well to providing a consistent approach to children's learning and development. Managers evaluate and reflect upon their practice and have identified their strengths and areas for further development, so that continuous improvements can be made.

What steps need to be taken to improve provision further?

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

- develop further the systems for monitoring children's progress by linking the observations to the progress records and consistently identifying the next steps in all the children's learning

- improve children's opportunities to develop skills for the future, in particular in literacy and information and communication technology, by ensuring that the children can more easily and independently select and access the resources.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the staff have undertaken child protection training and have a good understanding of safeguarding issues and procedures. Written policies and procedures are available as a guide for the staff to refer to if required. Suitability checks of staff are undertaken as part of the setting's safe recruitment policy. Children are kept safe due to the vigilance and close supervision by staff, both in the nursery and when on outings. Risk assessments are undertaken and regularly reviewed by the manager to minimise hazards to the children. Staff are trained in first aid and are well equipped to administer appropriate treatment in the event of an accident or emergency. The staff organise regular emergency evacuation drills which help the children to stay safe in an emergency.

The staff promote equality and diversity well in this inclusive and welcoming setting. Children with additional needs are extremely well supported. Staff work exceptionally closely with other professionals to ensure they meet the children's individual needs. Regular liaison and multi-agency meetings take place which include the children's parents and health and education professionals. This, together with the strong working relationships with staff at the school, provides excellent support to the children with additional needs. Reception teachers visit the children at the nursery and the children visit the school to help with the smooth transition to full time education.

Strong partnerships with parents exist, which ensures a consistent approach to the children's care and learning. Parents provide the staff with useful information about the children's routines, likes and dislikes, when the children first start attending the nursery. Staff keep parents well informed about their children's progress and they encourage the parents to be involved in their children's learning by looking at their learning journeys. Useful information is attractively displayed in the reception area for parents to read. Parents' comment verbally about their total satisfaction with the care provided by the staff who provide a flexible childcare service. The deployment of staff and resources is generally good. Children are well supported by staff who enable them to choose from a wide selection of play equipment and activities. However, some of the resources, such as the mark making and information and communication technology equipment, are not always readily available for the children to independently access.

The staff members work very well as a team to create a happy atmosphere. They strive to maintain their professional development and continuous improvement. They undertake a number of relevant training courses to enhance their practice. The staff evaluate their practice and make sure the views of children and parents are obtained and acted upon. The setting's strengths are well documented and

advice for further development is readily accepted in order to maintain continuous improvement.

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

Children are very settled, happy and confident in this nursery. They enjoy positive relationships with their peers and the staff. The children develop an understanding about keeping themselves safe on outings as they learn about the green cross code and stranger danger. They also feel safe and able to attempt new challenges. For example, with the reassurance and encouragement of the staff, children develop a sense of pride as they successfully manage to climb and slide down the fireman's pole in the nearby park. This helps them to develop self-esteem and confidence. The children have excellent opportunities to adopt healthy lifestyles as they enjoy very regular outings in the wonderful surrounding countryside. They visit the forest where they climb trees and search for mini beasts, using magnifying glasses. They are beginning to learn how to navigate their way using compasses. They also help to grow vegetables in the allotment and make paths using pieces of slate. They enjoy freshly cooked nutritious meals each day, which provides them with an excellent balanced diet. Children also understand the importance of good hygiene practices, such as washing their hands. The staff follow excellent procedures to avoid cross-infection, such as wearing gloves when changing nappies and using antibacterial spray to clean surfaces. The children are well behaved and demonstrate good manners. They enjoy praise and encouragement as they play cooperatively and take turns. For example, whilst playing on their sit and ride toys, they line up and take their turn to fill up their vehicles at the petrol station.

The children are making good progress in their learning and development towards the early learning goals. They are supported by staff who have a good understanding of the learning, development and welfare requirements of the Early Years Foundation Stage. Planning for learning activities is based on children's individual needs and interests. Records are kept of the children's progress in the form of written observations, photos and examples of their work. However, the system for tracking children's progress and planning their next steps is not yet fully established for all children.

The children's communication and language skills are developing well as they enjoy learning the sounds of different letters during circle time. When on outings, they link sounds to letters as they identify letters on road signs. The children make marks using chalk boards, both inside and outside, although the full range of mark making resources are not always readily available for the children to independently and spontaneously select. The children have access to every day technology, such as compasses, magnifying glasses and toy telephones. However, the computer is not always available as part of the continuous provision. The children enjoy learning about the wider world by celebrating different festivals. Children's creativity is expressed in many different forms and the children's art work is proudly displayed around the setting to help them to feel a sense of belonging.

Children develop their numeracy skills, for example, as they count up to 32 steps whilst carefully balancing on the stilts. Children enjoy singing number rhymes and action songs which help them with their numeracy skills. They learn about numbers and shapes as they create a large picture of a caterpillar, using paper plates, different coloured paint and crepe paper. Overall, children enjoy their time spent at this stimulating and friendly nursery.

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	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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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