

Cleveland Green Childcare

Inspection report for early years provision

Unique reference number EY435746
Inspection date 08/05/2012
Inspector Kathryn Clayton

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Telephone number 07930738170
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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

Cleveland Green Childcare was registered in 2011. The setting is part of Hawtonville Children's Centre. It is one of a number of provisions run by the Pre-School Learning Alliance. It operates from a one storey building with ramped access in the Hawtonville area of Newark and is part of the Hawtonville School site. Children are cared for in three rooms. The after school facility also has access to the 'learning area' within the school. The setting has two enclosed outdoor play areas and is situated in a residential area, close to the town centre, with public transport links. It mainly serves families from the local community.

Cleveland Green Childcare is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It is registered to provide care for a maximum of 58 children under eight years of age, of these, 46 may be in the early years age range and no more than 12 may be aged under two years. There are currently 50 children on roll, of whom 47 are in the early years age range. It is open from 7.30am to 6pm each weekday, all year round, closing only for public holidays. The setting supports children, who speak English as an additional language and cares for children aged two years, who receive government funding.

There are nine members of staff. Seven hold a relevant level 3 childcare qualification and one holds a level 1 teaching assistant qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a friendly and welcoming setting where children's individual needs are met and they make good progress, in relation to their starting points. Safeguarding procedures are strong and successfully promote children's welfare. Most aspects of the evaluation of the service are effective in identifying and driving forward improvements. This has led to a number of positive changes being made since registration. There are very good relationships with other agencies and providers, which effectively support children's learning. For the most part, the partnership with parents helps to ensure that they are kept well informed about all aspects of the service and their child's learning and well-being.

What steps need to be taken to improve provision further?

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

- develop the system of self-evaluation, in order to cover all aspects of the provision
- improve the opportunities to encourage parents and carers to support children's learning at home.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because staff have a clear understanding of their responsibilities to be alert to signs and symptoms that would cause concern. They have undertaken training, are well supported by line management and have a thorough procedure to follow should they need to. Appointment procedures are robust and ensure that all staff are suitable to work with children. Very good risk assessments of indoors, outdoors and outings help to keep children safe. Staff are security conscious and ensure the identification of all visitors to the setting is checked before they enter.

This is a forward-thinking team, who overall, with input from parents and children, are very effective at evaluating their current practice. They have undertaken group training to consider how they reflect upon the work they do. They also have the opportunity to observe and discuss each other's practice in a positive manner. These measures help to identify areas for development and many improvements have been made since registration. For example, changes were made to the snack bar, so that it runs more smoothly and does not interrupt children's play. However, not all aspects of the service have yet been considered.

Children enjoy playing in the bright and stimulating indoor and outdoor environment. They have easy access to a wide range of interesting resources. Staff deployment is good, with all children enjoying effective support. Children start to learn about the importance of sustainability as they take part in planting activities and use recycled materials for modelling. At enrolment and during settling-in periods, staff find out about children's individual needs. There are very good measures in place to support children, who speak English as an additional language and as a consequence, they make good progress. These include, staff learning key words and phrases, using dual language books and recording comforting messages from parents in their home language.

Parents receive a useful induction pack, which is fully explained and discussed at enrolment. There is an effective settling-in period, which is individual to each child's needs, so they are more likely to settle easily. Parents are very complimentary about the setting. They know they can talk to their child's key worker and see their progress file at anytime. There are also open evenings that they can attend. There are, however, few opportunities when parents are encouraged to support their children's learning at home. Effective working relationships with other agencies and settings children attend, successfully support children's learning.

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

Children enjoy their time at the setting and make good progress. This is supported by effective planning and assessment systems based upon individual children's

interests. There are a wide range of interesting activities and a good balance of indoor and outdoor play with both adult-led and child-initiated experiences. All of these measures, help children to make good progress in relation to their starting points. Children show a real interest in books and stories and there are many opportunities to enjoy them during quiet times with staff. Young children listen well for short periods of time because of the skill of staff, who engage their interest at group time. For example, as they use puppets. Children feel valued at the setting. They are welcomed with a song, can see their own images and have plenty of opportunities to recognise their names. Staff consistently praise their achievements, which gives them confidence and as a result, behaviour is good.

Children show an interest in numbers and counting. Older children confidently count as a group, the number who are present. Very young toddlers use some mathematical language as they play. For example, saying 'one more' when making pretend 'cups of tea' in the sand. Children show good developing skills using a computer keyboard and mouse. This helps them to develop good skills for the future. Staff encourage children to be independent, for example, with toileting and putting on their coats.

Children start to learn about the benefits of having a healthy lifestyle. They are very active and spend a significant time outdoors. They show good skills when climbing, peddling and balancing. Meals and snacks are healthy and nutritious, for example, lunch consisted of pizza pieces with raw vegetable sticks and coleslaw, with fruit yogurt and honey for sweet. Effective hygiene routines are very well promoted by staff, so children learn about the importance of hand-washing and also using tissues and tongs to handle food.

Staff are effective in helping children to learn about how to manage small risks. They ask children to consider how they can pedal safely on slightly raised blocks and to wipe away spilt water, so that all children are safe. There is a well-resourced garden area that helps children to develop an interest in growing foods, such as, herbs and leaves and to notice changes as they grow. Children handle tools and equipment safely and learn to work as a group. They take turns with good support and encouragement from staff. There are many opportunities for children to be creative and effectively explore their senses. For example, they show good concentration, persistence and enjoyment as they experience the smell and feel of play dough.

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: Met

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