

Linthwaite Clough Community Childcare Group

Inspection report for early years provision

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Inspection date	09/05/2012
Inspector	Cathryn Parry
Setting address	Cedar Block, Chapel Hill, LINTHWAITE, Huddersfield, HD7 5NJ
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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

Linthwaite Clough Community Childcare Group is one of many childcare provisions managed by the Pre-School Learning Alliance. It was registered in 2011 and operates from a purpose-built building in the grounds of Linthwaite Clough Infant and Junior School. The setting is situated in the Linthwaite area of Huddersfield, West Yorkshire. Children access a secure enclosed outdoor play area. The sessional care operates Monday to Friday from 8.45am to 11.45am and from 12.45pm to 3.45pm during term time. A lunch club is also run for children who attend both sessions each day. The setting also offers out-of-school care, which is open from 8am to 8.45am and from 3.45pm to 5pm during term time and a holiday club, which is open from 8am to 5pm during the school holidays. The setting serves the local and surrounding areas and children attend for a variety of sessions.

The setting is registered to care for a maximum of 30 children aged from two years to under eight years at any one time. The setting also offers care to children aged eight years to 11 years. There are 114 children currently on roll, of whom 107 are under eight years, with 101 being in the early years age range, of whom 48 receive funding for the provision of free early education. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities. There are seven members of staff, including the manager, who work directly with the children. Of these, three hold a qualification at level 3 in early years and two hold a qualification at level 2 in early years. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for by friendly staff in an inclusive environment. They generally have satisfactory opportunities to access resources in order to make satisfactory progress towards the early learning goals. Procedures for planning activities and observing children are not fully embedded and links with other practitioners are developing. Systems for identifying named persons to take responsibility for different aspects of the setting have been implemented for most areas. The setting has introduced the Pre-School Learning Alliance policies and procedures as part of the process to ensure continuous improvement is appropriately maintained.

What steps need to be taken to improve provision further?

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

- develop further systems for planning activities and monitoring children's progress by matching observations to the expectations of the early learning

- goals and consistently identifying the next steps in children's learning
- develop further opportunities for children to access equipment and resources that offer challenge to support specific skills with particular regard to large physical activity in the outdoor area
- develop further systems to ensure continuity and coherence by sharing relevant information with other practitioners where a child receives education and care in more than one setting
- develop systems to ensure there is a named practitioner responsible for behaviour management issues.

The effectiveness of leadership and management of the early years provision

Children are cared for in a secure indoor and outdoor environment. The staff demonstrate a suitable understanding of safeguarding issues. Consequently, children are appropriately protected. Effective recruitment, employment and induction procedures are in place and implemented well to keep children safe. Suitable risk assessments take place within the setting, which minimises the risk of accidents. Staff have the opportunity to access training, which improves outcomes for children. The resources are adequately maintained and stored at the children's height. Most of them are usually available for children to access. This satisfactorily promotes free choice and independence.

An equality and diversity policy outlines a commitment to promoting inclusive practice. Partnerships with parents and carers are satisfactory. Staff generally inform them verbally of the activities their children have enjoyed. This enables parents and carers to continue their children's learning at home through similar experiences. Staff are starting to work with other professionals, such as speech therapists. This is particularly beneficial for children with special educational needs and/or disabilities. However, systems for sharing information with other practitioners where children receive care and education in more than one setting are not fully effective. As a result, children's continuity and coherence is not fully supported.

The manager recognises the benefits of being under new management and is motivated to seek further improvement. Self-evaluation is effective and largely undertaken by the manager with some input from staff. Verbal feedback is welcomed from parents and carers in order to meet the needs of those currently attending.

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

Staff demonstrate a suitable understanding of the Statutory Framework for the Early Years Foundation Stage. They can generally discuss children's progress and how they take into account their interests when planning activities. Some observations of children do take place. However, they are not collated well to

enable the staff to easily monitor children's progress. For example, staff do not always match observations to the expectations of the early learning goals or consistently identify the next steps in children's learning.

Children have settled into the pre-school and out-of-school club environment. The staff's suitable approach to equality and diversity contributes to children's positive attitudes to the wider community. This is complemented with access to a selection of resources, including, books and jigsaws showing positive images of different cultures and people with disabilities. Children are learning to share and take turns satisfactorily with adult support. Examples of this are when they access equipment in the water and divide the malleable material between each other. They have adequate opportunities to learn about living things as they go for 'Wellie walks' in the conservation area, which is situated next to the setting. Most children's behaviour is satisfactory with some being good. However, there is not a named practitioner responsible for behaviour management issues. Consequently, staff are not fully supported in managing more challenging behaviour. Children's communication skills are promoted as staff and children hold conversations about activities, their family and friends. They are becoming confident at counting as they join in with a range of number rhymes and songs. Children's creativity is supported through access to a variety of role play equipment, construction toys and craft materials.

Children have opportunities to use information and communication technology to develop their skills for the future. Examples of this are when they use the large interactive board and the computers. Children's knowledge about personal safety is satisfactorily encouraged by reminders from staff not to stand on the table, not to walk whilst holding scissors and by practising regular evacuation drills. This contributes to children developing a sense of danger and how to keep safe. They enjoy activities in the fresh air daily as they access table-top resources, sand and water on the covered veranda. However, there are fewer opportunities for children to access equipment and resources that offer challenge to support specific skills with particular regard to large physical activity in the outdoor area. Children have an appropriate awareness of healthy food options, which is fostered through discussions and the provision of nutritious snacks. Children who attend the breakfast club enjoy a healthy meal before going to school. They are all learning appropriate personal hygiene practices as they follow suitable routines, such as washing hands before eating.

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	3
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	3

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	3
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	3

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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