

Alumwell Day Care

Alumwell Infant School, Primley Avenue, WALSALL, WS2 9UP

Inspection date

27/11/2012

Previous inspection date

11/11/2010

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children enjoy a range of activities that cover all areas of learning. This supplements their learning in school and means children make suitable progress.
- Staff ensure that all child-accessible areas, both inside and outside, are safe. This helps to protect children from harm and injury.
- Staff make parents feel welcome at all times. Parents and staff exchange highly useful information on a daily basis. This keeps parents well informed of their child's progress and enables them to share ideas for supporting children's learning further.
- There are appropriate systems in place to identify the strengths and weaknesses of the provision to enable the setting to move forward and sustain progress.

It is not yet good because

- The governing body take the necessary steps to ensure staff are suitable and safe to work with children. However, they are not fully aware of their roles and responsibilities within the Statutory Framework for the Early Years Foundation Stage with regard to keeping Ofsted informed of changes to committee members and staff.
- There is scope to enhance the learning opportunities children have in other provisions, such as schools, through a more complementary approach.
- There is no area identified or equipped for children to relax or play quietly after a busy school day or if they are unwell, to further promote their well-being.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main playroom and outdoors.
- The inspector looked at children's records, evidence of suitability of practitioners working within the setting and a range of other documentation.
- The inspector looked at supporting documents, including policies and training information, and also held a meeting with the manager and registered provider.
- The inspector took account of the views of parents and children from documentation.

Inspector

Patricia Dawes

Full Report

Information about the setting

Alumwell Day Care was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by a committee made up of representatives from three local schools. It operates from a self-contained unit, 'Red Room', within the grounds of Alumwell Infant School, Walsall. There is a fully enclosed

area available for outdoor play. The setting serves the local and surrounding areas and is accessible to all children.

The setting employs three members of childcare staff, all of whom hold early years qualifications at level 6, level 3 and level 2. The setting opens Monday to Friday during term time from 7.45am to 9am and 3.15pm until 6pm. The holiday play scheme opens during school holidays from 8am to 5pm. Children attend for a variety of sessions. There are currently eight children on roll who are within the early years age range. The setting has provision to meet the needs of children with special educational needs and/or disabilities. It receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop knowledge and understanding of roles and responsibilities with regard to notifying Ofsted of changes to committee members and staff.

To further improve the quality of the early years provision the provider should:

- extend children's progress by further complementing their learning and achievements in settings where they spend more time
- promote children's well-being further by providing an area for them to be able to relax or play quietly after a busy school day or if they are unwell.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Overall, children make appropriate progress as expected for their age and taking into consideration their starting points when they joined the group. They are actively involved in planning and enjoy a range of activities that cater for their individual interests. However, their progress is not always extended through an approach that complements what they have been learning elsewhere, for example, at school, to ensure their learning is enhanced and gaps in development are closed. Staff organise resources and equipment so that children have free access and this encourages them to make choices and independent decisions. All children enjoy a close relationship with their key person, which supports their confidence as learners because the quality of the key person system is consistent. All staff promote children's confidence. They make the environment welcoming and always maintain eye contact with children when they speak to them, which also

promotes their self-esteem and sense of self-worth.

Staff are enthusiastic when they play with children, individually and as a group, and particularly during outdoor play. Children put their coats on with gentle support from staff. They say that they 'need a coat' because 'it is cold outside', showing that they understand how to protect themselves from the cold weather. Children enjoy physical play as they run races with the staff and climb on the large climbing frame. This provides children with challenge and helps to promote their physical development. Children play outdoors with torches, hunting for 'mini beasts'. They enjoy using their hands to click small blocks together and learn to hold pens and pencils correctly. These are useful skills for children to have when they are at school.

Younger children enjoy exploring different toys and playing with older children to improve their social skills. Children have appropriate opportunities to develop their writing skills as they have a specific writing and drawing area with free access to pens, pencils and crayons. They enjoy writing a letter to Santa, describing things they have written as staff help them to sound out letters and sounds. Parents have opportunities to be involved in their children's learning and development. They speak to a key person when they drop off or collect their children. Information on their children's learning and development is available for them to see in the photographs displayed on the wall. Staff also use communication books which cover some things that their children have done during the day, both at school and at the group. All of this means children are making sufficient progress and ensures parents are suitably informed.

The contribution of the early years provision to the well-being of children

Children are settled and secure in the group because staff are aware of their care and welfare needs. Staff speak to parents about children's likes and dislikes and understand their care needs. For example, they find out about any allergies the children may have. Staff members understand the procedures to follow when children have an accident in the group and ensure parents are fully informed. This helps them promote children's welfare. The main room used by the group is suitable and welcoming and is safely set out in clear learning areas. However, the room lacks a designated space for children to relax and unwind. This means some children's needs are not effectively addressed after a busy day at school. Children can move around the rooms safely and all toys and play equipment are maintained well by staff, who check them daily. Children play happily and securely and are able to successfully manage their own behaviour. They play cooperatively in groups and are becoming increasingly independent. Children have written their own rules of behaviour and manage this well, reminding their peers about behaviour as and when needed.

Children develop their awareness of healthy lifestyles while they play in the fresh air. They choose and enjoy eating freshly prepared food, which promotes healthy eating. They eat as a social group and are encouraged to use cutlery appropriately and complete simple tasks, such as spreading butter on their toast. Children independently wash their hands at low-level basins without reminders from staff. They enjoy exploring outdoors and know to follow simple rules of safety on the equipment, such as not jumping off the climbing frame

or staying close to staff as they walk to the outdoor area. Children develop confidence and independence to help them prepare for the next steps in their lives.

The effectiveness of the leadership and management of the early years provision

The nominated person and committee have overlooked legal requirements of the Early Years Foundation Stage in relation to notifying Ofsted of changes to both committee members and the manager. However, corrective action has since been taken to rectify the breach and ensure all legal requirements are met. The impact of the breach on children is negligible as the manager and committee members have all been subject to satisfactory clearance through suitability checks conducted within and outside of the provision. Therefore, children are provided with care by those who have been vetted. Staff understand and use a clear procedure and policy to safeguard children in the group. Staff are all trained in child protection and are aware of the procedure to record and report any concerns they have. All policies and procedures have been reviewed and are implemented in practice and all of the required documentation is effectively maintained. This ensures the safe and efficient management of the group.

The staff team are motivated to enhance practice through gathering the views of staff, children and parents in order to identify areas for further improvement. Staff receive ongoing support from the nominated person, who reviews the educational programme. This ensures a broad range of experiences are provided and monitored to help children to make steady progress towards the early learning goals. Regular staff appraisals ensure practice is monitored and under-performance is tackled effectively. There is a clear improvement plan which leads to better outcomes for children.

Systematic recruitment and vetting procedures, including a detailed induction of new staff, ensure that children are safe. The security of the premises is given a high priority and is well maintained throughout. To eliminate hazards, a detailed risk assessment and daily safety checks are carried out in all areas. Parents' and children's views are sought through discussion and documentation. They speak highly of the service and regard the staff as 'very knowledgeable and informative'. They appreciate how well staff adapt to children's routines and children say they love to come to the group. Staff work in partnership with other professionals involved in promoting specific children's needs. They communicate with local schools and nurseries, which promotes continuity of care for children.

The nominated person has a clear self-evaluation process that includes a range of strengths and specific areas for improvement. She uses this information to write a clear development plan for future improvements. She is able to describe how she hopes that specific changes might improve outcomes for children. Any changes made are done so with children's individual needs in mind. Therefore, the group's capacity to improve is positive.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY345629
Local authority	Walsall
Inspection number	878280
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 17
Total number of places	40
Number of children on roll	32
Name of provider	Alumwell Day Care
Date of previous inspection	11/11/2010
Telephone number	01922 720886

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their

Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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