

SHARE

Share, The Fryth, BASILDON, Essex, SS14 2RR

Inspection date	20/02/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 make appropriate use of the extensive outdoor play area. They enjoy the flexibility of moving from inside to outside throughout the day.
- Practitioners know the children in their care well and have a sound understanding of how to capture their interests. They provide children with a warm and welcoming environment where resources are easily accessible.
- Children's individual care needs are effectively met as practitioners have a good understanding of how to promote the health and safety of children. Practitioners have sound knowledge of children's individual dietary and allergy requirements.

It is not yet good because

- The assessment of children's learning is not consistently rigorous. This occasionally results in learning experiences that are not fully matched to children's needs and do not have sufficient challenge.
- Opportunities for children to extend their literacy skills have not yet been fully embraced. This aspect of learning is less well-resourced than others.
- Self-evaluation lacks rigour as it is not yet used effectively to inform change and monitor improvements. It does not take into account the views of parents, staff and children to ensure that any changes made, reflect their needs and views.

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 all areas of the provision and the garden.
- The inspector held discussions with the manager, practitioners and children at appropriate times throughout the inspection.
The inspector looked at a range of records and documents, such as children's details, staff details, accident and medication records, risk assessments and proof of staff suitability and qualifications.
- The inspector took account of parent's comments through written documentation.

Inspector

Lynn Hughes

Full Report

Information about the setting

SHARE (Safe Haven and Respite Environment) was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises in the Basildon area of Essex and is managed by a registered charity. The out of school provision serves the local area. It operates from three rooms within the building and there is a fully enclosed area available for outdoor play.

The out of school provision employs 13 members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 and above.

The out of school provision opens Tuesdays and Thursdays from 3pm until 7pm, Saturdays from 10am until 3pm and school holidays from 9am until 5pm all year round. There are currently a total of 81 children on roll, of whom there are four children attending who are in the early years age group. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- implement effective use of observations and assessment to ensure that planning and assessment of children's learning is consistently rigorous.

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

- enhance the provision for literacy by further developing the resources and reading areas within the setting
- improve self-evaluation to monitor, evaluate and assess the strengths and weaknesses and to drive improvement. Include the views of parents, children and others.

Inspection judgements

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

Practitioners demonstrate some knowledge of how children learn. They use this knowledge to provide children with a range of play experiences, which enable them to have fun and enjoy their time at the setting. Appropriate levels of support are provided to ensure children have some opportunities to make progress in their learning and development. Practitioners facilitate children's learning by providing appropriate resources, following their interests and by providing them with good quality interaction. Practitioners are beginning to observe children's play and to use their observations to tailor planning to ensure that all children make appropriate progress. However, this is in its infancy, resulting in limited evidence of children's starting points and progress. The assessment of children's learning, therefore, is not consistently rigorous. As a result, some activities do

not fully match children's learning needs or offer sufficient challenge to ensure that they make best progress. Parents are invited to discuss and view documentation about their children's learning on a regular basis. This means that they are kept suitably informed about their children's progress.

Children participate in a range of adult-led activities, but mostly follow their own interests. Practitioners demonstrate a good understanding of the toys and resources, which children like. For example, a favourite toy Hoover sees lots of action, as children use it to clean the premises indoors and outdoors. On recognition that it has become dirty when being used outside, it is then given a thorough wash in the sink and dried well. Bikes, made for two, enable children to share the experience of riding around the large garden with a friend, fully supported by practitioners who help to push them.

A sweet pizza, cooking activity, enables children to be creative with a range of sweet ingredients. They create faces and other exciting designs, talking confidently about which of the ingredients they like and which they do not like. Small world figures and buildings are available so that children can engage in imaginative play. A good selection of creative play materials and projects enable children to express themselves creatively and to design models. Practitioners engage children and promote communication skills by asking them about what they are doing and what they would like to do next. Children enjoy each other's company. Children have some opportunities to develop skills in literacy as there is a limited range of books available. However, these are not varied or extensive enough to fully engage children's interests, and therefore, do not maximise their learning in this area.

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

Children generally form good relationships with practitioners. They approach them for support and to help them to achieve tasks. A key person system is in place, whereby one key person oversees the individual needs of the small number of children attending within the early years age group. Parents are encouraged to help to settle their children into the setting. For example, they stay with them for a few sessions if appropriate. They also provide practitioners with clear information about their children's needs, likes and dislikes. Opportunities for parents to share ongoing information about their children with practitioners, are provided on a daily basis, when they take them to the setting and collect them at the end of the day.

The high adult to child ratio within the setting, ensures that children are well-supervised and supported. They learn to behave well as practitioners remind them about being kind and caring towards each other. They learn about taking turns and to share resources as practitioners work closely with individual groups of children throughout the day. Practitioners are on hand at all times to help children to develop self-care skills, such as using the toilet and washing their hands. The setting is generally well-resourced although the resources to promote literacy do not always ignite or enhance children's interest in reading.

Individual risk assessments are in place for each child to ensure that the setting proficiently meets their needs. Children are reminded about keeping safe, as practitioners

encourage them to negotiate space well and to be mindful of each other. Children enjoy keeping fit and healthy as they freely access the large and interesting garden. They make good use of a range of ride-on toys to help to develop their physical skills and bounce excitedly on the large trampoline.

Practitioners help children to be prepared for transitions within the setting. They set clear boundaries and inform them when they are about to change an activity, for example, clearing the tables for lunch.

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

Practitioners demonstrate some knowledge and understanding of the seven areas of learning, which enables them to provide children with a suitable programme of activities, experiences and opportunities. Whilst these help children to make satisfactory progress towards the early learning goals, they sometimes lack challenge and rigour. There is some monitoring of the educational programmes in place, which reflects on and evaluates planning and assessment. However, as this is in its infancy, children are not always effectively challenged and stimulated by the range of activities available to them. As a result, children make satisfactory, rather than good, progress.

Practitioners understand their responsibility to safeguard children and follow the setting's safeguarding children policies. All practitioners undertake relevant safeguarding training as a priority and the manager has completed the designated person training. All adults working with children are vetted and proof of their suitability is held on file. All visitors to the setting are monitored and asked to sign the visitor's book. Safety is given high priority, with practitioners checking all areas of the setting each morning before children arrive.

The management team and practitioners are beginning to use reflective practice to review and evaluate the setting. They have some understanding of the setting's strengths and weaknesses, however, have yet to fully embrace self-evaluation and use it to inform changes and improvements. Parents, staff and children are not effectively involved in the self-evaluation process to enable them to influence change. Practitioners are encouraged to further develop their knowledge and expertise through relevant training and in-house events. Managers oversee the programme of professional development for all practitioners through regular staff meetings and annual appraisal reviews.

Parents are provided with clear information about the setting. They are encouraged to play an active role in their children's time at the setting by keeping practitioners informed about any changes to their home life, likes or interests. The setting works in partnership with other agencies to ensure that all children's needs are met and that any identified gaps in their learning are supported through appropriate intervention.

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	EY449023
Local authority	Essex
Inspection number	895374
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	81
Name of provider	Share
Date of previous inspection	Not applicable
Telephone number	01268 521691

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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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