

YMWA Creche at Fourways Childrens Centre, St Blazey

Fourways Children Centre, Station Road, ST BLAZEY, PL24 2ND

Inspection date

Previous inspection date

12/03/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Key staff effectively meet children's personal and emotional development, so that they settle quickly, feel safe and secure.
- Children play in well-resourced environment enabling them to explore and make free choices with what they play with.
- Staff support parents well and regularly share information with them about children's learning, development and care, which promotes strong partnerships and continuity in children's learning.
- Staff provide a wide range of materials and textures for children to explore and investigate. This supports children's sensory development.

It is not yet outstanding because

- children do not benefit from the outdoor environment as they do not have access to all areas of learning outside.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities, the premises, toys and equipment.
- The inspector had discussions with staff and parents.
- The inspector sampled a range of documentation including children's records, planning and safeguarding procedures.
- The inspector observed planned activity for children and their parents.

Inspector

Sara Frost

Full Report

Information about the setting

Young Mums Will Achieve (YMWA) creche registered in 2012. It operates from a base room in Fourways Children's Centre, St Blazey. Children also have access to the sports hall and an enclosed area for outside play. YMWA is a multi agency partnership, between Cornwall College, Cornwall council and Fit N Fun Kids nursery which run and manage eight creches throughout Cornwall. This creche is registered on the Early Years Register and the compulsory part of the Childcare Register and operates on a Tuesday and Thursday from 9.30am to 4.30pm term time only. There are currently 9 children on roll in the early years age group. The creche manager and deputies hold a level three qualification and all additional staff have achieved or are working towards their level three qualification.

What the setting needs to do to improve further

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

- improve opportunities for children to regularly use the outdoor environment and experience the benefits of being outdoors and experience all areas of learning on a larger scale.

Inspection judgements

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

Staff demonstrate a good level of knowledge of how children learn. They use the 'Development Matters in the Early Years Foundation Stage', to plan and help identify children's next steps in their learning. As a result, the planned activities promote children's development in all areas. For example, babies explore texture and sound as they wriggle, kick their feet and wave their arms in material sheets of foil.

As part of the planning staff organise an activity which also includes the parents. These activities are organised following discussion with the parents, taking into consideration what they would like to do with their child. The current joint planning is looking at developing sensory play. Older children and parents cook cakes with support from staff. They count together, explore changes in the mixture and use a variety of utensils as they make up the batter mixture. Later on during the day, children with support from staff decorate and ice their cooked buns. Staff show parents how one activity encompasses other areas of their child's development. For example, it includes communication and language, physical skills, literacy, understanding the world and maths. Parents with younger children are able to explore the texture of rice pudding, although most choose to find alternative resources to play with.

Staff obtain good information from parents prior to children starting about their child's care needs and starting points. This range of information aids staff to effectively plan, assess and monitor children. As a result, children are making good progress in their development. On going systems of observations and continual sharing of two-way information ensures parents are aware of their child's progress and encourages them to continue with this at home.

Children use their hands and a range of tools to make trails and marks in the sand. This encourages early writing skills. Children are inquisitive learners, enjoying resources that involve different forms of technology. Children listen and move their bodies to sounds as they press buttons. Children get pleasure from listening to stories. Staff encourage children's language development through using sign language, pictures and talk.

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

Children eagerly enter the creche with their parents. When the time comes for parents to leave, older children happily continue to play with the toys. Key staff effectively support younger children, providing cuddles and reassurance. As a result, younger children quickly settle too. This demonstrates children feel safe and secure in their surroundings. Children confidently move around the room, selecting toys they wish to play with. Babies are secure with their key person, who knows their child well and responds quickly to meet their needs. Key staff talk with and engages eye contact, as babies are bottle-fed. Some babies enjoy being held close and rocked to aid sleep. All of this provides babies with a sense of feeling safe and secure.

Children learn to share, take turns and co-operate. They develop good levels of independence as they make their own choices from the wide range of toys available. These resources are stored at low level making it easier for children to choose the toys they wish to play with. All of which supports children to develop key skills as they move onto other early years setting. Children learn about keeping themselves safe. For example, staff remind children why it is safer to sit rather than stand on chairs. Children are mindful of and move carefully around the babies. This shows children have an awareness of and show respect to each other. Staff are good role models. They consistently praise children, acknowledging achievements and as a result, children's behaviour is good.

Staff promote children's awareness of personal hygiene through their own good hygiene practices. For example, staff take children to wash their hands before eating lunch and the cooking activity explaining the importance and reason behind this practice.

Children receive a range of healthy nutritious foods, regular drinks and various forms of physical exercise. However, children do not experience regular opportunities to access fresh air, as the enclosed outdoor area is not regularly used. This means they do not have access to all areas of learning on a larger scale to aid those children who are more active and learn better outside.

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

Staff demonstrate a good understanding safeguarding and promoting children's welfare. The appointed lead practitioner takes responsibility for child protection; she has completed appropriate training, and shares this with all staff. As a result, staff understand their role in child protection, as they know the procedures to follow should they have a concern about a child in their care. The management team use robust procedures to ensure staff employed remain suitable to work in the creche. Regular on going supervision, monitoring and appraisal systems are in place to encourage development of staff's own practices. Management also provide in-house training and external training for all staff.

There are secure systems in place to monitor all persons entering the building. Staff use thorough risk assessments and daily visual checks to ensure that the premises, toys and equipment are suitable, clean and safe for use.

The management demonstrate enthusiasm and commitment to improve the service they provide to the children and parents who use the creche. They seek and incorporate the views of all users. For example, staff listen to and include parents' ideas for planned joint activities. Staff regularly reflect on practices identifying strengths and areas for future development. As a result they intend to increase the range of resources to broaden children's awareness of difference and diversity. Due to the high proportion of babies attending, they have identified the need to purchase an emergency cot. Staff have recognised this will aid and quicken the emergency evacuation process.

The partnership with parents and other professionals is good. Parents remain in the building and take part in planned activities with their children during the day. Parents contribute to their child's records as they share observations and evaluate joint activities. Systems are in place for staff to provide parents with detailed information about their child's development. This helps parents to share relevant information with health visitors at routine checks. Staff are very supportive to parents, obtaining information to share individual care needs during settling in. They provide a listening ear and offer good levels of advice and reassurance. As a result, children's needs are effectively met and strong partnerships with parents are formed.

The Childcare Register

The requirements for the compulsory 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 action. 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	EY451890
Local authority	Cornwall
Inspection number	883591
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	9
Number of children on roll	9
Name of provider	Fit 'N' Fun Kids (Cornwall) Limited
Date of previous inspection	not applicable
Telephone number	01326379428

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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, which are usually the childminder's 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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