

# YMWA Creche at Wadebridge Childrens Centre

Wadebridge Children Centre, Wadebridge, Cornwall, PL27 7AL

## Inspection date

Previous inspection date

15/03/2013

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

- Children play in a welcoming and well-organised environment, which helps them to feel safe and secure.
- Staff have developed a strong partnership with parents to ensure children's individual needs are well known and continue to be met.
- Staff are confident in their practice to adapt any planned activity to engage and promote children's interests.
- Children play in an environment where they can freely make their own choices of play as the resources are easily accessible to them.

### It is not yet outstanding because

- Children do not have access to resources in technology, which help them investigate what things can do.

## 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 in crche room and outdoors.
- The inspector has discussions with parents, children and staff.
- The inspector sampled a range of documentation including staff and children's records, planning and safeguarding procedures.

## Inspector

Sara Frost

## Full Report

### Information about the setting

Young Mum's Will Achieve (YMWA) at Wadebridge Children's Centre registered in 2012. It is one of eight creches run by Fit 'N' Fun Kids Cornwall Limited. YMWA is a multi agency partnership, between Cornwall College, Cornwall council and Fit N Fun Kids nursery. It is registered on the Early Years Register. The creche operates in a dedicated room within Wadebridge Children's Centre and has an enclosed outdoor area. It is open every Friday from 9.30am to 4.30pm, term time only. The creche specifically supports young mothers who attend education sessions on the same site. Three staff are employed at the creche including the manager who has a National Vocational Qualification at Level 3. The other two members of staff have appropriate childcare qualifications.

### What the setting needs to do to improve further

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

- provide resources to promote children's interest in the investigation of technology.

## 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. Staff obtain good information from parents prior to children starting about their child's care needs and starting points. Staff use this information to effectively plan, assess and monitor children. All staff record observations of the children. The child's key person is responsible for gathering this information and reviewing the observations. The regular sharing of information ensures that parents are aware of their child's progress. All these factors promote children's development in all areas and enables children to make good progress. Planning is displayed so all staff are familiar with the learning intentions and can effectively support children's progress.

Staff are confident to alter and change any pre-arranged activities as children move away to seek other activities to play with. For example, children help measure and mix ingredients to make biscuits, but lost interest. Staff replaced this activity with another. As a result, children enjoyed tracing trails through flour using their fingers. This encourages early writing skills. Staff use everyday routines to develop children's awareness of maths. For example, they look for numbers as they use scales when measuring ingredients and count with staff the number of slices of apple.

Children sit happily in the sand tray pouring sand and using various tools as they pass items to one another. Children with support from staff follow simple instructions as they move their bodies to music. Key staff promote early speech as they copy sounds babies make. Staff encourage further development of children's language as they introduce new words through play, such as 'push, scoop, splodge'. Children enjoy cuddling into staff sharing stories, as they look for specific animals in their favourite books.

Children show a keen interest in the world around them, using their finger to trace the raindrops down the window or pressing buttons and keys, such as on the inspector's laptop. However, there are no accessible resources that promote technology within the creche and as a result, children are unable to investigate what things can do for themselves. Staff promote children's level of independence as children make their own choices in their play. This is achieved as staff arrange a wide range of resources within easy reach for children to decide what they want to play with. With the appropriate support and guidance from staff children learn to share, take turns and respect each other. All of which helps children to develop key skills as they move onto other early years settings.

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

Overall children enter the creche with ease, showing a keen interest in play items set out for them. Staff are attentive as children and parents arrive making all feel welcome. Key staff discuss any changes in routines with parents, this helps to maintain continuity in children's care and routines. Staff effectively support children with cuddles and reassurance, to enable children to feel comfortable whilst in their care. The creche area is organised well, which allows children to move around the room with ease and safely. As a result, children confidently move around the room, selecting toys they wish to play with. Key staff enable babies to feel safe and secure as they respond quickly to meet their needs. For example, staff know when babies require feeding or require a sleep. Whilst babies are spoon and/or bottle fed, staff talk to them and engage eye contact. Babies respond with smiles and babbles.

Children learn about keeping themselves safe. For example, staff remind children to look and not touch, as they watch a dog though the fence. Children move with great care around the babies. This shows children have an awareness of being careful around others. The creche room is large, but has a calming atmosphere, where noise levels are noticeably low. This encourages a relaxed environment for babies to settle and older children to concentrate. Children receive consistent praise from staff, 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 handling food such as prior to cooking or eating lunch. Children receive a range of healthy nutritious foods, regular drinks and various forms of physical exercise. Weather permitting all children have the opportunity to get some fresh air at some stage during the day as they play with various wheeled toys and slides outdoors.

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

Staff have a good understanding of their responsibility to ensure they meet requirements of the Early Years Foundation Stage, in order to safeguard and promote children's welfare. The appointed lead practitioner takes responsibility for child protection; she has completed appropriate training. Staff understand their role in child protection and procedures to follow as the lead practitioner shares any changes with all staff. As a result, staff are confident in the procedures to follow should they have a concern about a child in their care. The management team use robust procedures to ensure staff have the appropriate skills and are suitably qualified to promote children's learning and welfare. Regular ongoing supervision, monitoring and appraisal systems are in place to encourage development of the staff's own practices and to ensure all staff remain suitable to work within the creche. Management also provide in-house training and external training for staff.

There are secure systems in place to monitor all persons entering the building and the creche room. Staff use thorough risk assessments and daily visual checks to ensure that the premises, toys and equipment are suitable, clean and safe for use. Staff regularly complete and evaluate fire evacuations. This helps children to become familiar with processes to follow on hearing the alarm. The reviewing of the process aids staff to identify areas for improvement of evacuation. For example, management are purchasing an emergency cot to enable staff to evacuate the building efficiently.

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, following a discussion with parents, the timing of the planned joint activity changed, when children were more receptive and not over tired. 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. Staff also wish to introduce resources, which mirror everyday life, to develop children's imaginative play. All the above demonstrates the management's commitment to improving the service they provide.

The partnership with parents and other professionals is good. Parents remain within 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. Parents spoken to speak highly of the support and guidance they receive from staff. Staff continually glean information such as changes in their children's routines from parents to ensure children's care needs are known. As a result, staff form strong partnerships with parents and effectively meet children's needs.

### **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

<b>Unique reference number</b>	EY451882
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	885615
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	15
<b>Number of children on roll</b>	7
<b>Name of provider</b>	Fit 'N' Fun Kids (Cornwall) Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	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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