

Fruits Of Life Childcare Centre

The Church of the Nazarene, The Crossroads Centre, Tollgate Close, Plymouth Grove, Manchester, Greater Manchester, M13 0LG

Inspection date	22/03/2013
Previous inspection date	05/05/2009

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		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 arrive happily and settle well because staff create a safe, welcoming and interesting environment.
- Children are encouraged to become independent and initiate their own activities.
- Staff are skilled at supporting children's early communication skills, which is particularly beneficial to those learning English as an additional language.
- Overall, children make good progress because staff regularly evaluate their practice and seek ways to improve the ways in which they support children's learning and development.
- Good partnership working with parents helps staff get to know children well and supports them in meeting children's individual needs.

It is not yet outstanding because

- Occasionally, children's self-chosen play is interrupted by whole group activities that do not always engage them as well as the activities they have initiated.
- Children have fewer opportunities to initiate their own play experiences outdoors.

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 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 both playrooms in use during the inspection.
- The inspector completed a joint observation with the deputy manager of the provision in the large playroom, with all children present.
- The inspector held meetings with the manager and deputy manager of the provision and spoke with the children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Heather Morgan

Full Report

Information about the setting

Fruits of Life Childcare Centre is situated in the Church of the Nazarene in Longsight, Manchester. It was first registered in 2008 and is privately owned. The centre is registered on the Early Years Register as well as the compulsory and voluntary parts of the Childcare Register. Children are cared for in four rooms and have access to an enclosed outdoor play area. Sessions run from 9.30am to 12.30pm on Mondays and Fridays, and from 9.30am to 2.30pm on Tuesdays, Wednesdays and Thursdays during school term times. There are currently 33 children on roll, aged between two and five years. The centre receives funding for the provision of free early education for two-, three- and four-year-olds. The centre also offers care for school-aged children up to the age of 11 years. During school term times sessions run from 3.15pm to 6pm and in the school holidays they run from 9am to 6pm. The setting supports children with special needs and/or disabilities and children who speak English as an additional language. There are five members of staff covering the pre-school and out of-school sessions. All members of staff hold appropriate qualifications, with two at level 3 and three at level 2.

What the setting needs to do to improve further

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

- review daily routines to further enhance children's opportunities to have uninterrupted time to play games that they choose themselves
- consider ways to increase children's opportunities to initiate learning experiences in the outdoor environment.

Inspection judgements

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

Staff use their knowledge of the Statutory Framework for the Early Years Foundation Stage to plan and offer a wide range of activities that support children's learning and development well. They have high expectations of the children and are skilled at supporting children as they play, and make effective use of spontaneous opportunities to extend and challenge the children. For example, when the weather changes they encourage children to use a range of vocabulary to describe what is happening. Children talk about 'blizzards' and 'snowy, freezing' weather.

The many activities offered support children's progress in all areas. There is a particularly good emphasis on supporting children's early communication skills, which is especially

successful for those learning English as an additional language. Children enthusiastically participate in singing sessions. They follow familiar actions, which encourages all children to get involved. At the beginning of each session they sing a welcome song, accompanied by a drum. Children enjoy accompanying their contribution by beating the drum. Children also enjoy singing rhymes and songs that help them listen carefully to the sounds that letters make. Many children are able to recognise individual letters and simple words. They also learn about the sequence of numbers and play games to help them recognise the numerals that link to the numbers they are becoming familiar with. Parents are encouraged to extend children's learning at home. For example, when children are beginning to experiment with their writing skills, staff provide examples to help parents encourage their children to form recognisable letters.

Children enjoy choosing and using the many resources available to them. For example, they use items from the 'shop' to engage in role play that reflects their life experiences. They access a range of electronic equipment that raises their awareness of how technology can be used to support their learning and development. Children enjoy listening to stories and ask for their favourite books to be read to them. Occasionally, however, the routines of the day interrupt the activities that children choose for themselves. For example, they sometimes have to tidy away a game they are engrossed in when it is time for a whole group activity. This does not ensure that their own choice of activity is always given high regard. The large playroom provides good opportunities for children to develop their physical skills. They ride wheeled toys around, play running games and climb over and through hollow tubes. Children also use the enclosed play area to extend their learning experiences. For example, they have a dedicated area for digging and growing plants. However, they have fewer opportunities to initiate their own play outdoors.

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

Children arrive happily and settle quickly at the centre, which demonstrates their ability to make a smooth transition. They have good relationships with the staff who are playful with the children and use praise and encouragement effectively to support children's participation in activities. Children turn to the familiar staff for comfort or support. For example, they sometimes enjoy sitting on staff laps during group activities. Parents and staff use pick-up and drop-off times well to exchange information about the children. Consequently, staff know the children well and are able to meet their individual needs. For example, they work closely with parents to ensure that special dietary requirements are met.

Children learn the importance of a healthy lifestyle. They enjoy a 'shake and wake' activity at the beginning of each session to exercise their bodies and prepare them for participating in the activities on offer. They enjoy regular meals, snacks and drinks to sustain their energy levels. Children enjoy listening to stories that focus on the importance of healthy eating as they choose fresh fruits and vegetables at snack time. They are developing independence in taking care of themselves as they brush their teeth after eating, wipe their noses and carefully dispose of their tissues in the bin. Children also learn to keep themselves safe as they carefully negotiate obstacles in the play area when

they are running around or riding their wheeled toys.

Children's behaviour is good. They play well together and are learning the importance of taking turns and sharing resources. Staff are always on hand to support children in negotiating any conflicts, but children are also quick to remind one another to share. They are mindful of each other's feelings. For example, they apologise if they accidentally bump into each other. Staff support them by praising them when their behaviour is good. Children are familiar with the routines of the day and help to take care of their environment by, for example, helping to tidy away their toys.

Children are well-motivated and able to initiate their own play. Staff gently encourage younger children, or those who are less confident, to participate. For example, during the morning 'wake and shake' session they notice if a child is not joining in. They take children by the hand and support them in taking steps to join the other children. Children have good opportunities to learn about the diverse community in which they live. They celebrate a wide variety of events and festivals that reflect different cultures and beliefs. Parents are encouraged to share their traditions and celebrations within the centre, which promotes children's awareness of diversity within their group of friends.

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

The management team work together well to ensure they fulfil their regulatory requirements. Clear policies and procedures underpin the centre's good practice. Staff are familiar with the policies and also undertake training to keep them up-to-date with a range of requirements. They are aware of their responsibility to keep children safe and take appropriate action in the event of any concerns. Robust recruitment procedures are implemented effectively to assess the suitability of all adults working with the children. Staff undertake an assessment of the premises at the beginning of each session. This is particularly important as, when the children are not present, the premises is used by other groups and organisations. Staff take any necessary steps to minimise the risk of hazards to children following their daily assessment.

Staff and managers work together closely and meet regularly to reflect on their practice. They review children's learning and development and seek ways to enhance ways in which they support children's progress. For example, the management team are in the process of developing further the ways in which they use documentation to plan children's next steps for learning. Regular meetings and effective communication promote a shared ambition to continually improve the ways in which the centre supports children. Members of staff all hold appropriate qualifications, and are all working towards higher qualifications to enhance their professional development.

The management team monitors the performance of each member of staff through regular observation of them at work. They also review the planning and assessment carried out by staff, to identify any gaps in children's learning. This enables them to support staff in accessing additional support from a range of other professionals if required. They work closely with other professionals and share information about

children's learning and development. Staff work hard to communicate with parents who speak a range of different languages. They use their own skills in speaking different languages to translate information and put parents in touch with one another. They organise opportunities for parents to visit the centre and observe the activities their children enjoy. This helps to raise parents' awareness of how staff support the children's learning and development.

The centre has established good links with all of the local schools. They help parents access information to assist them in registering their children with a school of their choice. Teachers from each of the schools are invited to come and meet the children, prior to their transition to school. This enables the teaching staff to get to know the children as they play in a familiar environment. Staff use this opportunity to share children's records of progress with the school staff so that they become familiar with children's interests and achievements.

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 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	EY385816
Local authority	Manchester
Inspection number	821677
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	33
Name of provider	Dianne Montrose
Date of previous inspection	05/05/2009
Telephone number	07979290332

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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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