

Corvedale Centre for Children

Corvedale C of E Primary School, Diddlebury, CRAVEN ARMS, Shropshire, SY7 9DH

Inspection date	26/04/2013
Previous inspection date	29/09/2010

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		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Ineffective arrangements are in place for supervision and appraising staff performance. Consequently, staff have a poor knowledge and understanding of how to implement the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage.
- Staff are yet to consider how to gather and provide evidence from assessment records in readiness for the children's progress check at age two years.
- Information gathered from parents on entry to the setting does not focus on children's learning and development, in order to fully support progress from the start.

It has the following strengths

- The premises are welcoming, safe and well maintained. Equipment, such as close-circuit television is in place to further safeguard and ensure children's safety.
- Children enjoy playing in the outdoor environment, developing their physical skills and learning about the benefits of healthy exercise.

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 talked to staff and children.
- The inspector observed children's activities around the premises.
- The inspector held discussions with the manager.
- The inspector looked at documentation, including policies and procedures, registration systems and Disclosure and Barring checks.
- The inspector also took account of the views of parents spoken to on the day of the inspection.

Inspector

Lesley Bott

Full Report

Information about the setting

Corvedale Centre for Children was registered in 1974 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Corvedale Primary School in Diddlebury, South Shropshire. The setting serves the local area and is accessible to all children and there is an enclosed area available for outdoor play.

The setting employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 to level 6. The setting opens Monday to Friday, all year round. Sessions are from 8am until 5.30pm. Children attend for a variety of sessions. There are currently 36 children attending, who are in the early years age group. The setting provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- ensure that all staff have a robust knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage to enable them to plan and extend activities to fully support and develop children's learning potential
- develop assessment processes to ensure that the progress check at age two years is completed when necessary and information shared with parents.

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

- develop ways to include parents contributions to the assessment of children on entry to the provision. Include this information in planning challenging and appropriate experiences to meet children's individual needs.

Inspection judgements

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

The quality of teaching is weak and the educational programme does not adequately cover the seven areas of learning. Some staff have a poor understanding of the prime and specific areas of learning, which results in weak practice that is not always matched to all children's needs. Observations and assessments are not consistent in quality and are not accurate enough to build on children's progress. As a result, children do not make good

enough progress in their development. Staff do not complete a base line assessment on children's starting points and do not obtain information from parents regarding their learning at home when they start. Consequently, there is no planning in place based on children's individual needs, interests and preferences to ensure continuity of care and learning to allow them to progress sufficiently towards the early learning goals.

Children enjoy playing outside where they can climb, balance and use the bikes and see-saws. They initiate their own play as they attach the parachute to the pirate ship to make a den. At times, staff join in, engaging the children with musical instruments and 'pirate' songs to support their play. However, staff's knowledge to support children's learning during play is limited. This means that children are not consistently provided with a challenging environment. While a variety of activities are available to them, the role play area lacks resources and equipment to maintain children's interest and support their imagination. For example, the role play area within nursery is currently a garden centre. However, apart from the sign made by staff that said 'garden centre' there were no other relevant resources or equipment for the children to access. There was a till, which had no money in to develop their understanding of mathematics. Children were involved a few weeks ago in planting some seeds in pots, learning about how things grow and these were outside. However, no one knew what was on 'sale' in the garden centre. As a result, children become disinterested and bored.

Older children develop some skills in readiness for school as they take part daily in planned and structured circle time activities. This provides opportunities for 'letters and sounds' activities that involve turn-taking and sharing in small groups. As a result, children are able to recognise the letters that their names begin with as they trace the letter in the air with their fingers. Staff work through activities within the letters and sounds book. Children are able to sit and take turns, sharing and being able to talk confidently within a small group. They were excited and listened to a story about the jungle and one child burst into song with 'down in the jungle were nobody goes ..' when they said jungle. Staff engage with parents when they collect their children at the end of the day. Relationships are warm and there is time for discussion on their child's general activities.

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

A setting-in period is agreed with parents to allow sufficient time for children to feel at ease in the nursery before they start. This helps support their transition from home to nursery. Children know and understand who their key person is and this contributes to their sense of belonging. Due to a stable staff team, children are able to form bonds and attachments with their key person. Consequently, they settle quickly and are happy and confident within the setting.

Children demonstrate a clear understanding of washing hands in relation to activities, as they develop self-care skills by accessing the bathroom independently. Staff encourage children to be independent and develop skills for moving onto school to ease transition. They have a consistent approach to addressing behaviour. Gentle reminders from staff about the grounds rules, for example, not running inside, enables children to remain safe and learn about acceptable behaviour and keeping themselves and others safe.

Children's health is appropriately supported. They enjoy spending time outdoors in the fresh air and take part in activities to develop their physical development. Children have the option of bringing in their lunch or ordering a meal from the school menu. Dietary needs are respected and alternative provided should these be required. Snack and lunch time is very structured. Children have little opportunity to take responsibility, in order to be able to develop their self-care and independence. For example, staff lay the table and pour drinks for the children at mealtimes. However, water is freely available throughout the session, enabling children to have a drink when they choose.

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

There is little understanding by staff across the nursery in respect of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage, which results in poor monitoring of children's progress. In addition to this, the practice of staff is inconsistent, which leads to groups of children within certain key person groups having less monitoring.

This inspection took place following a complaint relating to the supervision of children, which resulted in an incident. The complaint has been fully investigated by the provider and a response made to the complainant. However, staffing ratios were not correct at the time of the incident. As a result, there was a breach of safeguarding and welfare requirements that had an impact on the safety and well-being of children. Following the incident, alternative booking arrangements for children who join the nursery after attending school were introduced. Consequently, staff ratios are now met and children's safety is ensured. Self-evaluation is developing, although, the views of parents and carers are not fully involved to enhance children's learning.

Children are appropriately safeguarded, as all staff have an awareness of safeguarding procedures and the manager has attended training to enhance practice. Staff are aware of their roles and responsibilities in protecting the children in their care. The premises are safe and secure. Additional security, such as close-circuit television equipment and ongoing risk assessment further ensure children's safety and protection. Recruitment procedures are adequate. All staff are checked before being employed and Disclosure and Barring checks are undertaken.

Staff work generally well with parents, external agencies and other settings to meet the diverse needs of the children. For example, written daily diaries and information of their children's day keeps them informed. Newsletters, parents' evenings and a notice board ensures that information is shared appropriately. Parents express their satisfaction with the service, which they receive and comment positively on the homely atmosphere in the nursery and the caring attitude of the staff towards the children. The manager understands the need to work in partnership with other professionals if necessary to ensure children's continuity of care if they attend more than one setting. Close links with the school based on the same site ensure children's transition to school is smooth.

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	224080
Local authority	Shropshire
Inspection number	910475
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	36
Name of provider	Corvedale Centre for Children Committee
Date of previous inspection	29/09/2010
Telephone number	01584 841295 or 07929606993

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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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