

Sinfin Community Childcare

Sinfin Community Centre, Swallowdale Road, Sinfin, DERBY, DE24 9NT

Inspection date

Previous inspection date

07/05/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

- Careful consideration is given to supporting children with their settling in. This ensures children feel safe and secure and comfortable in the environment.
- Partnerships with parents and carers are effectively established to ensure the children's needs are met. Useful information is gathered and specific and relevant information is shared with parents and carers on a daily basis.
- High-quality information is provided in the two-year progress check. The setting takes a proactive approach in ensuring the information is shared with relevant persons.
- Thorough systems are in place to check the suitability of staff and therefore promote children's safety. The programme of professional development is clearly focused on individual's needs and developing their knowledge.

It is not yet good because

- Staff do not consistently extend children's learning by ensuring that activities incorporate their current stage of development and next steps.
- The provider has failed to notify the regulator of the person in charge of the setting.
- The organisation and range of resources available is not fully effective in supporting children's independence and engagement.
- Partnerships with other settings are not fully developed to ensure detailed information is shared to support children's learning and development.

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 the main hall and outdoor area and completed a joint observation with the coordinator.
- The inspector spoke with staff about the daily routines and children's learning and development.
The inspector looked at a selection of records, including the complaints, planning, children's learning records and the setting's self-evaluation and a range of other documentation.
- The inspector also took account of the views of parents spoken to on the day.

Inspector

Justine Ellaway

Full Report

Information about the setting

Sinfin Community Childcare was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Sinfin area of Derby, and is one of three settings managed by Sinfin Community Childcare. The setting serves the local area and is accessible to all children. It operates from Sinfin Community Centre and there is a fully enclosed area available for outdoor play.

The nursery employs seven members of child care staff. Of these, all hold appropriate early years qualifications at level 3.

The preschool opens Monday to Friday, term time only. Sessions are from 9am until 3pm. The out of school club opens before and after school during term time from 7.30am until 9am and 3pm until 6pm and during school holidays from 7.30am until 6pm, except for bank holidays and a week over the Christmas and New Year period. Children attend for a variety of sessions. There are currently 37 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and 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:

- consistently use information gathered about children's needs, interests and stage of development to plan a challenging experience to support children's learning and development

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

- develop the organisation of resources both indoors and outdoors so that they are stimulating and accessible to fully support children's learning and development
- develop further the partnerships with other providers to ensure that they make a strong contribution to meeting children's needs

Inspection judgements

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

Children enjoy their time at the setting as staff are very effective at promoting a relaxed, calm and friendly atmosphere in which to play and learn. Children make steady progress in their learning and development. There is a suitable balance of activities across the areas of learning, indoors and outdoors, and adult initiated and free play. Staff are very positive in their interaction with children which successfully encourages children to join in with activities.

Staff gather useful and relevant evidence of what children can do. They develop clear and relevant planning on a weekly basis to support children's next stage of development. However, this is not consistently used to ensure that children are always appropriately supported during activities at their stage of development or challenged with their next steps. One of the strengths of the setting is the progress check at age two. Very good quality information is recorded under the prime areas. Staff are proactive in ensuring this is consistently shared with parents and carers and the health visitor so as to be purposeful in supporting children.

Children of all ages demonstrate independence as they join in with the routines, such as snack and self-selection, during free play. Staff effectively encourage children, particularly those that are older, to do things for themselves. Staff give clear explanations and instructions to support children's understanding. As a result, children demonstrate a clear understanding of the routines. Children have regular opportunities to participate in art and craft activities. Staff praise children's efforts which boosts their self-esteem. Staff encourage children's participation in action songs and some children can recall the words and actions without prompts.

Children enjoy climbing and balancing and do this ably. Younger children enjoy crawling through the tunnel on the large frame or climbing the steps. Staff are effective at encouraging children to attempt to do this, initially without support, which promotes their confidence, independence and physical skills. Older children form friendship groups and will play for long periods of time in role-play and dressing up activities. They develop their imagination and language skills, as they engage in pretend play. Some children use more complex language as they explain what they are doing or give instructions to others. Staff encourage this by asking questions and engaging children in discussion. Some children begin to recognise their name and can sound out the letters. Children enjoy using the computer to play learning games and more able children can operate the mouse appropriately.

Staff give suitable support to children for whom English is an additional language and children with special educational needs and/or disabilities. They say and repeat words clearly and use gestures and pictures to reinforce what they are saying. Children are effectively supported in their preparation for school through appropriate activities, such as, taking the register. Children sit on the carpet, respond to their name and discuss things, such as, the date or what day it is.

Particular consideration is given to establishing partnerships with parents and carers to ensure consistent support for children. Useful information is gathered about children's needs when they start at the setting. Staff take great care to give detailed, specific and useful feedback when children are collected. They encourage parental input and ensure

this is taken into consideration. A clear and useful summary of children's progress, along with their target for the forthcoming term, is agreed with parents and carers. The setting is proactive in ensuring that all parents and carers receive this information and can give their input. Parents and carers are complimentary about the amount and quality of the feedback. The setting is developing further the information provided to parents to support children's learning at home.

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

Children settle into the setting very well due to the tailored support given to them to ensure they feel comfortable, safe and secure. Staff are careful to take this in stages so as not to overwhelm a child. As a result, children develop positive relationships with their key person and other staff and children within the setting. Parents and carers comment how successful this is, even when children have not been to any previous childcare settings. Very useful, detailed and relevant information is gathered in a 'smooth moves' document at the time of placement to support settling in.

Staff provide effective support for children to be independent and manage their own personal needs. For example, children are encouraged to help themselves to snack and to pour their own drinks. Children's behaviour is suitably managed to support them to learn about right and wrong. Staff are very calm, clear and use simple language when they are explaining why something is inappropriate. They reiterate the rules and explain the impact of what they are doing. For example a child snatches a toy from another child and the member of staff explains that the other child is feeling sad. Children demonstrate they understand the rules and routines. They listen carefully to staff, for example, children immediately stop what they are doing and help to tidy up when the tambourine sounds.

Staff are well deployed to consistently meet children's needs. Constant communication ensures that there is adequate supervision at all times. For example, if a staff member needs to take children inside to go to the toilet she ensures that there are sufficient staff outside. Staff ensure they remain at certain activities, for example, when children are using scissors, to ensure their safety.

The learning environment is welcoming and reasonably well resourced to support children's learning and development. Toys and resources are laid out for when children arrive, both indoors and outdoors. This helps in settling children and providing a distraction if they are upset when they arrive. There are a satisfactory range of resources outdoors, including role play, dressing up and physical play resources. Indoors, the resources are reasonably well laid out and there is space between activities to promote free movement. However, some areas are not particularly well resourced, including during adult planned activities. For example, staff regularly plan and deliver craft activities, with a small range of resources available. This potentially limits children's independence and engagement.

Children are satisfactorily supported to develop an understanding of safety. They clearly understand the rules, for example, they don't run indoors, they move carefully around the

setting and when joining activities. Staff usually give clear and relevant explanations, for example, a child is playing with the bin lid and a member of staff explains that by doing so he might hurt his fingers.

Children's understanding of being healthy is suitably promoted. A member of staff asks children why they wash their hands and the response is so that they get the germs off. Staff talk to children about healthy foods, and they have developed drawings of healthy foods for a display, during an activity. Staff give effective support to children to try a range of foods, including healthy choices at mealtimes and to choose appropriate portions.

Suitable support is given to prepare children to move onto other settings or schools. A summative assessment is provided on the child's stage of development. The setting encourages any contact from the other setting to ensure children are consistently supported. Children play with school uniforms in the role-play area in order to reduce any anxiety they may feel.

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

The management team have made a positive start in developing the childcare setting in the short time it has been operating since registration. They have a suitable knowledge and understanding of the requirements of the Early Years Foundation Stage and a sound commitment to improve. Staff's knowledge of safeguarding procedures is sound and they have a clear understanding of how to recognise and report any child protection concerns. The vetting of staff is thorough and records well maintained to ensure that all adults who work with children are suitable to do so. This helps to protect children from harm and neglect. Induction procedures are effective in equipping staff with a suitable understanding of the policies, procedures and routines. As a result, staff are clear about their role and responsibilities. Regular supervision and appraisal takes place with a useful discussion about staff performance and any areas for improvement. The setting is committed to developing staff knowledge and understanding through individual training plans. Children's safety is also promoted on a day-to-day basis through aspects, such as monitoring the arrival and collection of children.

Appropriate monitoring takes place to ensure that there is a broad and balanced curriculum. Individual tracking, along with group tracking, which is being further developed, provides useful information to assess children's progress and quickly identify any gaps in their learning. Systems for evaluating practice are developing well. All aspects of the setting, as well as contributions from staff, parents and children are included. Changes made have had a positive impact. For example, following the limited attendance at a parent's and carer's meeting, staff arranged to discuss the information with each parent carer individually at an appropriate time. Areas for improvement are carefully identified with a clear focus on what will benefit the children and parents and carers who are using the setting. An action plan is also in place and contains some of the areas for improvement identified. The setting demonstrates a sound capacity to improve as they quickly act on any feedback received, for example, an evaluation from the local authority.

Useful information is shared with parents and carers at the time of placement and on an on-going basis. Staff discuss the activities and routines and parents get a booklet about the activities. A parent's table displays information, such as the setting's policies and procedures and external information that may be of interest to them. The setting is committed to working with any other relevant organisations. However, partnerships with other settings that children attend are not yet fully developed, as information is not yet consistently flowing two ways to ensure children's needs are met. There are suitable arrangements to support children with special educational needs and/or disabilities, including referrals to outside agencies in agreement with parents and carers.

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
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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	EY456892
Local authority	Derby, City of
Inspection number	892262
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	37
Name of provider	Sinfin Community Childcare
Date of previous inspection	not applicable
Telephone number	01332770167

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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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