

West House

18 Strawberry How Business Centre, Lorton Road, Cockermouth, Cumbria, CA13 9XQ

Inspection date

03/06/2013

Previous inspection date

28/11/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 are effectively supported and continue to progress in their learning because staff use their secure knowledge of child development, the Early Years Foundation Stage and how children learn, to ensure that activities meet their individual needs and interests.
- The staff team's commitment to provide high quality childcare provision results in children enjoying a rich enabling environment and a challenging range of play opportunities that support their interests and help to promote their development and continued progress.
- A high priority is placed on keeping children safe and this is reflected in the implementation of safety measures and the staff's good knowledge of the procedures to follow to protect children from harm.
- Partnership working with parents, other settings children attend and multi-agency professional services, significantly impacts on the children's continued progress and achievement in their learning and development.

It is not yet outstanding because

- There are no cosy areas in the main playroom where children can rest and relax to support their rapidly developing physical health and well-being.
- There is scope to further support children's very good understanding and awareness of the similarities, differences and diversity of the world and the people around them.

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 children playing in the main playroom and outdoors.
- The inspector held discussions with the manager, the staff and the children throughout the session.
- The inspector conducted a joint observation with the manager in the main playroom.
- The inspector held a meeting with the nominated person, manager and a staff member.
- The inspector took account of the views of a parent of an early years child attending the facility, who was spoken to on the day of the inspection.
- The inspector looked at children's assessment records, the planning documentation and the systems for the monitoring of children's progress.
- The inspector checked evidence of suitability and qualifications of staff working with children, the policies and procedures for the setting and the documented self-evaluation systems that support the service.

Inspector

Carys Millican

Full Report

Information about the setting

Wild West was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The facility is situated in a purpose built premises on the Strawberry Howe Business Park in Cockermouth and is managed by West House, a voluntary organisation providing a community support service in Cumbria. The facility serves the local area and provides respite services for children and young people with special educational needs and/or disabilities. It operates from an open-plan play area with a soft playroom, kitchen, toilet facilities and there is an enclosed area available for outdoor play.

The facility employs 15 members of childcare staff, who all hold appropriate early years qualifications at level 3. It operates seven days a week, all year round, except for bank holidays. Sessions are from 9am until 9pm. Children attend for a variety of sessions under a set time scale. There are currently nine children attending, who are in the early years age group. The facility have two gerbils and three guinea pigs as pets.

What the setting needs to do to improve further

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

- develop ways to create a cosy place with cushions and soft lighting where children can rest quietly if they need to
- provide further opportunities to support children's awareness of the similarities, differences and diversity of the world and the people around them by, for example, providing positive images of all children, including those with diverse physical characteristics, including disabilities.

Inspection judgements

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

Children happily and eagerly enter this warm and welcoming respite care facility with their parents. They join in a range of interesting and stimulating activities effectively supported on a one-to-one basis by staff, who are highly skilled in their work. Staff help the children become independent learners by enabling them to choose what they would like to do or play with and what and when they would like to eat. This ultimately supports their independence, learning and development. Children's communication and language is supported in several ways. Staff use Makaton signing, picture signs and symbols and the

picture exchange communication system and by doing, so children with special educational needs and/or disabilities can make their own choices and decisions about what they do.

Staff engage well with parents right from their first initial meetings, where they introduce the children to the facilities on offer and gather personal information about their child. These starting points are invaluable in supporting children's learning and development and ensure that their interests are effectively used in activities and the provision of resources. Staff use detailed observation with good effect to plan a range of interesting and challenging experiences. These meet children's individual requirements and help to promote their personal, social, and emotional, communication and language and physical development. They monitor children's progress and use this information to plan purposeful activities to support their next steps in learning and support the skills required for mainstream school.

The quality of teaching and learning is very good. The activities provided meet children's interests and therefore, they remain on task for longer periods of time than expected. The main topic complements the themes running through the schools and pre-school, which the children attend. This information is recorded in their message books and supports the good relationships that the facility has established with these settings. The main activity of the day relates to a story about the lifecycle of a caterpillar and maintaining a healthy lifestyle and healthy eating. This topic is used to introduce children to the lifecycle of the butterfly and eating healthily. They have their own butterfly farm inside and a window display linked to the caterpillar and what he ate before changing into a butterfly. The baking activity, which children participate in is adapted to include all children. Before they start, children competently wash their hands and put on aprons with the help of their key person. They mix the ingredients together and spoon the mixture into the cake cases ready for baking. Children count the number of spoonfuls needed to fill each cake case. Staff skilfully extend children's learning because they encourage them to share and take turns and include new language and words, while giving instructions and speaking to them during the activity.

Children enjoy physical activities in the outdoor play area. They bounce up and down on the trampoline and they play ball games with the staff. Children enjoy filling and emptying watering cans and splashing balls in the water tray. Staff build on children's interests well. For example, when a child is watching the builders working next door, the key person provides them with a toy tool kit. The child finds the saw and hammer and copies what they see the builders do. She effectively extends their play and learning by naming all the tools and explaining their use. Children move freely from the indoor playroom to the outdoor areas. The inner room is spacious and well organised. However, there is no cosy place with cushions and soft lighting, which means that when children become tired, there is no place where they can rest quietly with their key person.

Partnerships with parents are good. They complete initial documentation, so that a clear picture of each child's personal and individual needs are clearly obtained. This information and the completing of observations as children play, are used to show that they make continued progress during their time spent at the facility. Parents feel informed, valued and respected. They speak with the manager and staff on arrival and collection times and

they are kept fully informed of their child's care, welfare routines and play. They contribute to records and questionnaires about their child's development and information is shared about how they can continue to support their children's learning and development at home.

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

Children are happy at the setting. They are contented and relaxed in the company of approachable and friendly staff, who know the children well. An effective key person system ensures that the settling-in arrangements for children meet their needs by allowing them time to visit with their parents first. Children only attend for a short period of time over several weeks to enable parents some respite time. Staff and parents prepare children for change and enable them to become familiar with the staff and rooms prior to starting, so that they know where they will be coming to at a later date.

The one-to-one support children receive not only keeps them safe but ensures that their emotional well-being is effectively supported. Children develop warm and trusting relationships with staff during the short time that they attend the facility. They confidently take the staff members hand and lead them from room to outside, knowing that they will play with them and support them in their play. Children are confident, motivated and are developing a sense of belonging. For example, they know where their peg is and help themselves to their bag with their snack in it. Each child's care and welfare arrangements are fully implemented to ensure that the emotional well-being of the children in the facility is maintained. Children's personal information is gathered from parents to ensure that all their individual needs are catered for in every way.

The high staff ratio means that they deploy themselves effectively to support children's learning and as a result, they are engaged and well behaved. Staff support children to develop the social skills, which they require for main stream school and later life. Children experience truly loving and caring relationships with staff, who are highly supportive and truly inspiring people. Relationships between the children and the staff are good, therefore, children feel safe and secure. Children's safety is a priority as they have no fear, so they are continuously supervised and reminded about keeping themselves safe. Children engage in role play fire evacuation drills, where staff simulate a fire using signs and symbols without raising the fire alarm, which upsets some of them. This ensures that they know how to get out of the premises quickly and safely in the event of an emergency. They use gentle reminders as children play, such as not standing on chairs and not bouncing on the trampoline if someone is underneath it.

Children's health and hygiene requirements are successfully met through everyday routines and practices. They listen to the staff as they explain what they must do and they are supported in hand washing routines and toileting self-help skills. Staff eat their meals with the children at lunchtime and encourage them to eat healthy fruit options at snack times. Children's drinks are accessible and available at all times and placed in areas where they can reach them for themselves. This promotes their independence. Children are given plenty of time to finish their meals and allowed to go back and forth to help themselves to the sliced up fruit. Individual needs and preferences, allergies and medical issues, are

recorded and meticulously followed by the staff to ensure children's safety at all times.

Staff provide an interesting and stimulating environment where children play in safety. They are provided with a wide range of resources and activities that maintain their interest and as a result, staff skilfully extend their play and learning. For example, a child is fascinated by road signs, so that the staff print off some from the internet and laminate them for them to play with. The child counts them, lines them up, names them and talks about them, totally engaged. Children, who attend the facility have a number of special educational needs and/or disabilities and some come from different cultural backgrounds. However, similarities and differences are not fully explored within the resources and visual images displayed in the facility to celebrate the diversity of the world in which we all live. This means that children's awareness is not promoted as well as possible.

Children enjoy a number of outdoor activities, which enables them to explore the community. For example, they go on outings to the park and visit the gardening club allotments where they grow vegetables and feed the chickens. As a result, children learn how to look after living things. They also help staff to feed the three pet guinea pigs housed outdoors by giving them their pellets and cabbage leaves and topping up their water containers.

Staff carefully prepare children for any changes to their routine or entry into school by ensuring that they are introduced to their new setting. Staff support children's entry into school by showing them pictures of schools, school uniforms and talking about change.

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

The nominated person, manager and staff have a very good understanding of their roles and responsibilities with regard to meeting all requirements of the Early Years Foundation Stage. Through effective monitoring of the educational programmes, the manager and staff ensure that children are provided with a wide range of interesting and challenging experiences. These support their individual learning and continued progress towards the early learning goals. This also involves the manager monitoring the quality of planning and observing staff's practice. The staff team are continually reflecting on what they do to improve the quality of the provision. Supervision and appraisal sessions offer staff support and identify opportunities for further professional development. Staff have very good opportunities to complete training and to further develop their professional skills.

The self-evaluation processes used by the management team identify the facility's strengths and action plans are in place to secure further improvements. The parents, management team and staff in the facility are fully involved in the review process and their views are actively listened to. The recommendations from the previous inspection have been fully met through the implementation of the Statutory Framework for the Early Years Foundation Stage.

Staff are confident of their responsibilities to protect and to safeguard children. They know the procedures to follow and fully understand, who to report any concerns to. The

designated safeguarding officers provide leadership in this area. All staff complete safeguarding training and the manager monitors their knowledge through questioning and discussion at staff meetings. High priority is given to children's safety. Children each have a personalised risk assessment, which is discussed with staff and implemented while they attend. Staff also undertake regular safety checks and comprehensive risk assessments on the environment are also completed. There is a detailed set of policies and procedures, which are implemented by staff daily to ensure children's safety and to ensure the smooth running of the facility. The recruitment and vetting procedures ensure that all staff are suitable to work with children. All the required records for children's welfare are accurately maintained.

Parents are very complimentary of the respite facility and make positive comments, such as 'this place is amazing', when referring to the facility and the staff looking after their children. They comment that staff are very friendly and approachable and support children's learning and development very well. Effective partnership working with other professionals involved with children, including those, who deliver the Early Years Foundation Stage to the children at other settings, are firmly established. This contributes to children's continued progression. A smooth transition process to the next stage of their education ensures that all children are supported well.

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	EY414362
Local authority	Cumbria
Inspection number	879822
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	9
Number of children on roll	9
Name of provider	West Cumbria Care and Support
Date of previous inspection	28/11/2011
Telephone number	0190067777

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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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