

Sinfin Community Childcare

Sheridan Street, Sinfin, Derby, Derbyshire, DE24 9HG

Inspection date	23/04/2013
Previous inspection date	08/04/2010

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		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

- Staff have a robust knowledge and understanding of the Early Years Foundation Stage and a good awareness of how young children learn.
- Children thrive as they are happy and enjoy what they are doing at the nursery. They form secure bonds and emotional attachments with staff and are enthusiastic, confident and eager to learn.
- Partnerships with parents and other providers are very effective and contribute to ensuring children's individual learning needs are quickly identified and met.
- Staff demonstrate a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. The thorough implementation of robust policies and detailed procedures successfully promotes children's safety and well-being.
- Children benefit from the ongoing very robust self-evaluation of the nursery and the effective support which enables all staff to continually develop their teaching abilities.

It is not yet outstanding because

- Children's learning and development is not fully enriched as there is no planting and digging area outside so they can explore the natural world.
- There is scope to further develop children's sense of self and reflect on their achievements by extending the very good displays of their work and increasing their involvement in topical displays.

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 the staff engage in a range of indoor and outdoor learning activities, play and daily care routines with the children. The inspector supplemented all observations with pertinent questions.
- The inspector held discussions with the manager, staff and children.
The inspector looked at a sample of children's assessment records, planning documentation, the setting's self-evaluation form and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day.

Inspector

Yvonne Layton

Full Report

Information about the setting

Sinfin Community Childcare opened in 2004 and is managed by a board of directors. The nursery is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Community Enterprise Centre in Sinfin, Derby in Derbyshire. The nursery serves the local area and is accessible to all children. It operates from designated rooms within the centre and there are fully enclosed areas available for outdoor play.

The nursery employs 22 members of child care staff. Of these, 18 hold appropriate early years qualifications at level 3 and three hold level 2 qualifications. A director holds Early Years Professional Status. The nursery opens Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 88 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 further improve the quality of the early years provision the provider should:

- develop further children's understanding of the natural world by providing a digging and growing area outside to extend their experiences
- extend further opportunities for children to reflect on successes, achievements and their own gifts and talents by increasing their involvement in themed displays and by displaying more of their own work.

Inspection judgements

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

The nursery offers an environment where children are eager to try the activities on offer. All children's learning and development needs are met strongly because staff move around the room, providing individual attention as they get down to the children's level. They encourage and extend children's learning as they give them ideas, provide challenge and get them to think critically about the activities they choose and are involved in. Consequently, children make good progress in their learning.

Effective procedures are in place to observe, assess and plan for children's individual progress. Activities are planned individually for each child by their key person to meet and extend children's learning needs. All seven areas of learning are covered. There is a high focus on the prime areas of learning, such as communication and literacy, which enables children to be well prepared for the next stage of their lives and in preparation for school. Comprehensive observations and assessments, summative reports and the progress check at age two makes sure children are reaching their expected developmental stages and are making good progress. Staff are knowledgeable about each child's stage of development. Procedures for monitoring children's starting points are effective in tracking the progress they make over time and involve parents' contributions well.

Children's language and communication is fostered efficiently by staff extending children's vocabulary and thinking as they ask open-ended questions and listen carefully to the children's responses. Babies' and younger children's communication skills are enhanced as practitioners talk with animation to them during activities and routines. The wide use of pictures, signing and the written word, including children's names, assists them in early reading and writing. Staff extend children's recognition of number and counting in everyday play and through activities, such as children confidently sequencing numbers on an outside board and using wooden resources in a weighing activity. A range of resources promote future skills and encourage children to handle tools safely. They skilfully use computers, scissors, a CD player, programmable toys and magnifying glasses. Children learn about nature as they visit the farm and complete walks in the area. Outings are well planned with staff taking small groups to ensure children have a rich experience. Their learning about nature is further extended as animals are brought into the nursery.

Visitors to the setting and outings into the community extend children's learning about their world. For example, children learn about cultures and beliefs as they take walks in the area to visit different places of worship. When they visit a church their learning is extended as they speak to the vicar. Visits from the police, a vet and a nurse encourage children to learn about people who help and promote good health and safety. Children who speak English as an additional language and with special educational needs and/or disabilities are fully included and involved in the setting. Staff ensure they can access and gain a good experience from all activities. For example, careful consideration is given to ensure each child's individual language and cultural needs are recognised and responded to proactively.

All children have good experiences in the outside environment, which provides opportunities for them to learn and develop. For example, they go on 'bug hunts' and enjoy activities, such as exploring soap foam and using large brushes to wash the walls. Children grow plants inside the nursery, although, they have less opportunity to experiment and explore by planting and digging in the ground. This means this aspect is not promoted as effectively as possible.

Children's creativity is well promoted. They explore and experiment with colour as they confidently identify colours during activities. Free-expression is widely promoted as the children have access to a wide range of art and craft resources which they self-select. All children have good access to books and their learning is extended by a book of the month.

Stories are used to extend other activities. For example, a related story is used to enhance an imaginative fruit shop. Music and rhymes are widely used to extend children's learning. For example, after singing a favourite rhyme children go and activate a music activity centre with the same song.

Children are fully supported in the transition from home to the nursery. Staff gain a good understanding of their individual preferences, interests and starting points and use this to provide experiences that allow them to flourish in the setting. Children are well prepared for school as the staff actively promote independence and group skills. For example, they learn to sit and listen attentively at circle time. The close links with the local school ensures children are well prepared for entry into school. Therefore, good transitions are assured.

Children's learning at home and links with parents are excellent as parents are encouraged to complete home observations in which they and staff share children's learning and development. In addition, children's learning at home is enhanced further by files containing ideas for activities that can be done at home and home story sacks and game bags.

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

Children of all ages and abilities display confidence in their surroundings and are eager to learn and play in this welcoming provision. They make a smooth transition from home to nursery as a result of an effective key person system and settling-in process. Parents can stay with their child for their first few sessions and staff work hard to build a good relationship with parents, getting to know them and their child. Parents are also asked to provide written information about their child, sharing their understanding of what their child can do. This enables staff to identify children's likes and dislikes and assess their abilities. As a result, staff quickly get to know children's individual characters, their strengths and areas for improvement. In addition, children's transitions within the nursery and on to other settings are carefully considered and provide them with the confidence and skills to securely prepare them for handling new situations.

Children build strong relationships and attachments as staff are attentive, providing genuine warmth and affection. This enables children to feel safe and secure, giving them the confidence to develop their independence and explore the environment. Consequently, children are happy to engage in play and develop skills for future learning as they are relaxed and comfortable at the nursery.

Children show a sense of belonging in the nursery. They independently select toys and activities, wash their hands before meals and all children, except for the very youngest, serve themselves at lunch. This also helps them develop their self-help skills. Children understand how to keep themselves safe as they regularly practise the fire drill and understand that they must not run in case they trip and hurt themselves.

The staff value all children. They respond very positively to the staff's clear instructions

and reminders to share and take turns. For example, staff use signing and picture cards to make sure all children clearly know what is expected of them and to ensure they can communicate what they want from adults. Children behave well and the staff tailor their behaviour management to take account of children's ages and stages of development.

Children have high levels of self-esteem as the staff offer plenty of praise for their attempts and achievements. In addition, children are encouraged to explore their emotions. For example, they readily explain what makes them sad or happy during an adult-led activity, which is supported by stories, emotion cards and feeling pebbles. This enables them to develop positive relationships and supports them to develop effective social skills. There is scope to extend opportunities for children to celebrate their achievements and their own talents by extending displays of their own work. Also by staff being mindful that themed displays are not overly adult-led. Staff fully promote children's sense of belonging, as throughout the setting there are photographs of the children and of their families.

Children learn about other cultures and people through planned and spontaneous discussion and activities. The individual care for children who speak English as an additional language and those with special educational needs and/or disabilities is of a very high level. Their learning and development is well supported and ensures they can fully participate and be involved in the setting.

Children develop an understanding of the importance of physical exercise and a healthy diet. There is a qualified cook who prepares meals on the premises. Menus are displayed on the parent's noticeboard so they can see what their child has had to eat and drink during the day. In addition, 'food displays' encourage children to consider healthy eating. They visit the shops to buy food for activities. All children have daily access to fresh air and exercise in the nursery outside areas. They can take risks safely as they use the wide range of outdoor resources. In addition, they visit the park and enjoy activities inside, such as regular exercise and music and movement sessions.

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

Children's experience is enhanced as the management team and staff have a good overview of the learning and development requirements. This is because they have a solid knowledge and understanding of the areas of learning and how children learn. They identify children's progress by using development assessments, including the progress check at age two and by completing summative reports on all children. Children's progress is tracked effectively to ensure that they are making good progress in line with their peer group and support is provided to help narrow any gap if necessary.

Staff have a secure knowledge and understanding of safeguarding issues and know the procedure to follow if they have concerns. Parents are made aware of the role and responsibility of the staff to protect all the children in their care. For example, staff check

the identity of all visitors and ensure that only authorised persons have access to the nursery. In addition, children are further protected by robust security systems and procedures, including a fingerprint access system and effective collection procedures, which ensure children are collected by a known adult. Effective safety and hygiene procedures, routines and detailed risk assessments provide a safe environment. There is a good range of policies, procedures and records which effectively support the safety of the children and the management of the setting.

The whole environment is welcoming, safe and stimulating and children enjoy their learning and grow in confidence. All the nursery staff work hard to provide high quality care and learning opportunities. They are well qualified and there is a clear commitment to continued training, in order to further enhance the service, which they provide. Robust systems are in place for the employment and induction of new staff and students. Extremely effective monitoring of staff practice is an integral part of ongoing appraisals and supervision. Self and team evaluations are used effectively to identify areas for improvement, which are included in the nurseries action plans, while also recognising the strengths of the setting. All of which ensures that staff continue to carry out their role well and makes sure that children's care, learning and development needs are fully met.

The commitment to continually develop the provision to make sure children reach their full potential in their learning and development is evident. Staff work extremely closely with other professionals and parents to support children with special educational needs and/or disabilities and who speak English as an additional language. This is to make sure their individual needs are quickly identified and met and staff take great delight in children's achievements and progress.

Partnerships with parents are very strong and the staff are extremely committed to support the whole family and to meet their needs. The setting fully recognises the important role parents have in their children's learning and care and makes every effort to engage with them. For example, good communication is assured as staff consistently make time to speak to parents at the start and end of the children's day at the nursery. Written daily information is also provided if required. Parents are invited to planned sessions where they discuss the children's progress and to events within the nursery. As a result, staff can promote consistency in children's care and learning. In addition, throughout the setting there is detailed information about early education and how children learn. Children's experiences are extended as parents' opinions are sought and responded to. Parents also receive newsletters and have access to a suggestion box.

The nursery is successfully led by a strong management team. The directors, manager and staff all work in partnership to achieve a high standard of care and learning for children. The setting completes a variety of quality audits, including detailed monitoring of children's progress and focussed improvement plans for each room. This helps to ensure that no group is disadvantaged and helps the setting to identify ways to improve the provision for all children. All recommendations from the last inspection have been addressed. Parents are encouraged to be part of the review process as their comments are requested and responded to.

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	EY279508
Local authority	Derby, City of
Inspection number	909562
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	110
Number of children on roll	88
Name of provider	Sinfin Community Childcare
Date of previous inspection	08/04/2010
Telephone number	01332 770167

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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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