

William Penn Leisure Centre Creche

William Penn Leisure Centre, Shepherds Lane, RICKMANSWORTH, Hertfordshire, WD3 8JN

Inspection date	11/06/2013
Previous inspection date	23/11/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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

- Staff have a sound understanding of how to implement the Early Years Foundation Stage learning and development requirements. Children are provided with a range of play experiences based on the seven areas of learning. Their individual needs are met because the key person liaises with parents, carers and other agencies.
- Children are happy, motivated and keen to learn. They feel safe and secure because staff provide a caring and well-managed environment. Children settle quickly as they are familiar with the creche routines.
- The staff team work well together to meet the needs of the children. Effective safety routines ensure children's well-being is safeguarded at all times.

It is not yet good because

- There is scope for the creche to keep parents better informed about planned themes and activities in order for them to support their children's learning at home and in the creche.
- Measures for managing staff performance through appraisals and staff supervision have not been fully implemented. This means staff practice is not being adequately monitored to secure continued improvements to consistently promote 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 spoke to the children and watched them play with a selection of toys around the creche room.
- The inspector looked at a selection of documents and spoke to staff about the children's care, development and the daily routines.
- The inspector held the feedback meeting with the creche manager and the named person.
- The inspector took account of the views of parents as they collected their children.

Inspector

Tina Kelly

Full Report

Information about the setting

William Penn Leisure Centre Creche has been operating since 1997 but was registered again on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register in 2006 when its management was taken over by Hertsmere Leisure. It operates from one room in William Penn Leisure Centre, which is situated in Rickmansworth, Hertfordshire.

The creche provides very part-time care for children whose parents or carers are using the leisure centre. It is open Monday to Friday from 9.30am to 1pm. Children are able to attend for a variety of sessions throughout the week; numbers of children attending vary from day to day according to demand.

The creche employs two members of childcare staff who hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- implement appropriate arrangements for the supervision of staff with staff appraisals to provide support, identify training needs and secure opportunities for the continued professional development of staff to improve the provision for children.

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

- improve opportunities for parents to engage in their children's learning at home and in the creche by giving them information in advance about the planned themes and activities.

Inspection judgements

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

The creche provides very part-time care for children whose parents are on site; teaching or taking part in fitness and swimming classes at the leisure centre. Staff have a sound understanding of how to engage children in playing and exploring. They plan focused activities appropriate to the stages of development of the young children attending. The 'Development matters in the Early Years Foundation Stage' guidance is used as a basis for

the observations and assessments. A creche learning journey has been established to show how the activities are planned to meet the developing needs of the children. Information from parents recorded on the 'All about me' form enables staff to plan activities based on the children's starting points and interests. Planning is based on the prime areas of learning for the younger children with the specific areas incorporated into the activities for the older children who mainly attend during the school holidays. Assessments of the children's skills and a process to identify the next steps in the children's learning enables staff to plan effectively to extend and promote children's learning to a satisfactory level.

The creche room is divided into two play areas. The space is used flexibly to provide appropriate, safe play space for the younger babies, such as soft mats and blocks to help them to sit and start to walk around. Toddlers have access to a well-resourced imaginative play area and free access to a wide range of age-appropriate toys and resources set around the room. They have opportunities to make decisions about their play, and to follow their own interests with support from staff. Focused activities for older children incorporates expressive art and design as well as puzzles and games to extend their counting, number and shape recognition. Simple projects based on the children's interests and planned themes ensure children of all ages have appropriate play and learning opportunities for the short time they attend.

Children's conversation and language skills are developing well. Staff interact and support the young children's play ideas with appropriate questions and prompts to extend and develop their play ideas. They ask the children where they are going and what they may need to feed their babies. The imaginative home play area is well used by all children who re-enact familiar routines with tea sets and play food. They are well supported by staff as they pretend to go for walks and settle at the play tables to prepare drinks and snacks for the dolls. Children's personal and social skills are developing well. Children are encouraged to explore and to think critically about what they want to do and to achieve what they set out to do. The experiences children take part in provide a basis to ensure they move onto nursery and school setting with the skills they need to further their learning with confidence.

Staff talk to parents about the day-to-day routines and the play opportunities the children have enjoyed. However, parents are not always fully informed about the planned themes to enable them to link experience from home. For example, when the creche plans a teddy bears' picnic parents are not informed in advance so are not able to bring teddies in from home. Children's experiences are not always extended and supported in full.

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

Children thrive as their key person takes responsibility to ensure they form close emotional attachments with the staff and other children. All children show a sense of belonging as they respond to staff; they seek comfort when they are tired or need a nappy change. Children are able to sleep in their pushchairs according to needs or parents' wishes. Young babies are comforted and feel emotionally secure; they fall asleep in the arms of a member of staff if they are unsettled. Children are further supported as staff are deployed

well; they monitor and manage the children as they move around the room. Children's physical skills are developing well. They enjoy climbing in and out of the ball pool. Children use the ride-on toys with great confidence, navigating their way around the edge of the play space. Children lift and move large soft blocks; they are encouraged to adapt and change their environment.

The creche is well resourced with a designated area for specific play that meets the needs of the different ages and stages of development of the children who attend for a variety of times each week. The room is checked regularly throughout the session to ensure a safe environment for children to play. Children are developing an understanding of keeping themselves safe as they are reminded to hold onto the safety bar when jumping on the trampoline and not to run as they move around the setting. Children learn to behave well as staff use gentle reminders to ensure young children understand the benefits of taking turns and sharing. Children show great delight as they play skittles. They become fully involved in rolling the ball and taking turns in setting up the skittles. They are beginning to be aware of how their actions impact on other children.

Staff carefully manage the arrival and collection times to ensure children's overall safety. Staff and children's parents and carers effectively exchange information on children's personal care routines. Staff manage the cloakroom routines with great sensitivity to promote children's independence and support skills they will need as they move onto pre-school and nursery.

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

The manager uses the Statutory framework for the Early Years Foundation Stage as the basis for the day-to-day running of the creche. It is used to plan a satisfactory educational programme that is suited to the children who attend the creche. Staff are employed by Hertsmere Leisure, the company follows safe recruitment procedures, the induction process ensures staff are familiar with their roles and responsibilities. All staff working at the centre attend safeguarding training. The manager liaises with the nominated person who is the general manager of the leisure centre. A regular review of the creche service ensures the strengths and areas to be developed are identified; funding and new resources are planned for. Actions from the previous inspection have been met; these changes have improved the overall running of the creche and the play and learning provision for all children. However, there is not an effective system to manage staff performance. The management meetings are not used to plan for the development of the early years staff with training opportunities which would enable the setting to continually review and develop staff skills and support ongoing improvements to the provision for children.

There is a very positive relationship between the staff and children's parents and carers. Staff take time to talk to parents about the children's options and reassure them about daily routines as some children take time to settle in to the part-time care arrangements. A large white board is used to keep parents informed about day-to-day issues and activities. Parents spoken to are very happy about the service and the play opportunities

their children enjoy; they value the impact the staff have on their children's play time. The creche staff team and centre manager are aware of the support services provided by the local Surestart Children's Centre. They are aware of the importance of working with other early years agencies and setting to support children and families when appropriate. The creche seeks support from the local authority early years advisory team to enable them to review their practice and improve play and learning opportunities for the children in their care.

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	EY330014
Local authority	Hertfordshire
Inspection number	899208
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	10
Number of children on roll	100
Name of provider	Hertsmere Leisure
Date of previous inspection	23/11/2012
Telephone number	01923 771050

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

