

The Carroll Centre & Poppins Child Care

Carroll Youth Centre1, Stanmore, Winchester, Hampshire, SO22 4EJ

Inspection date	18/06/2013
Previous inspection date	25/08/2011

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 work well as a team and know all the children and their families well.
- Staff use positive behaviour management strategies to support the children's personal and social development.
- Staff provide good support for the younger or new children through the use of a 'buddy' system with the older children.
- Children are happy and settled at the after school club. They respond well to the praise and encouragement they receive from staff.

It is not yet outstanding because

- Staff have not fully implemented systems for information sharing and partnership working with schools to support continuity in 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 children's play and staff interaction in the main play area indoors and outside.
- The inspector spoke to the manager, staff and nominated person at appropriate times throughout the observations and inspection.
- The inspector looked at a sample of children's learning journeys, planning documentation and a selection of policies and children's records.

Inspector

Alison Kaplonek

Full Report

Information about the setting

The Carroll Centre & Poppins Child Care registered in 1996 and offers flexible childcare for the community, including creche and after school facilities and a holiday play scheme. It is based in the Carroll Centre in Stanmore, Winchester, in Hampshire. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting serves families from the local area. There are currently 45 children on roll. Of these, five children are in the early years age group. The setting supports children with special educational needs and/or disabilities and children learning English is an additional language. Sessions at the creche operate at varying times, when needed. Sessions at the after school club run each weekday from 3.15pm until 6pm during term time only. The play scheme operates during the school holidays and is open each weekday from 9am until 4.30pm. The centre employs four practitioners to work with children in the after school and play scheme settings at all times, with additional regular casual workers employed to support them when needed. Most staff hold relevant qualifications or are working towards them. Staff at the creche all hold appropriate early years qualifications at level 3.

What the setting needs to do to improve further

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

- strengthen arrangements for information sharing and partnership working with schools in order to ensure continuity in children's learning and development.

Inspection judgements

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

Children know the routines well and settle quickly on arrival at the setting. They know that they must put their bags and coats away before having their snack or choosing an activity. Attentive staff help children to feel welcome at the after school club. They 'buddy' the younger children with an older child who attends the same school, to help new children feel safe and content. Children are helped to feel secure as staff plan clear routines and adult-led activities for the week. Children know which resources are available and sit happily with their friends as they play. They enjoy taking part in the interesting experiences on offer. Children develop their imaginations well as they use a wide range of different materials to complete colouring, sticking or make patterns with the beads. They help themselves to tools and materials, which are easily accessible in labelled drawers, to promote children's independence. Children count how many stars they have collected on their star chart and work out with their buddy how many more they will need before they

receive a prize. They enjoy listening to stories and choosing a library book to take home. Children are also developing their own reading skills as they sit with staff and complete their school reading homework. Staff plan and provide a range of age-appropriate activities for younger children who attend the creche. Children are able to enjoy completing these activities while their parents take part in a variety of courses within the centre.

The learning environment offers a wide range of materials and resources and children clearly enjoy learning through their play. They are able to access the shared outside environment under close supervision from staff. They develop a good range of physical skills as they play football or use the large equipment in the playground. Children have access to activities within the hall if the weather is bad and enjoy using the bouncy castle or taking part in team games. They learn to work together and follow instructions while enjoying the interaction with the older children and adults. Children are able to complete simple programmes on the centre's computers. The children are extremely well supervised by staff during these sessions and access to computers is closely monitored. This helps to protect children's welfare when they are using technology equipment.

Staff plan a wide variety of interesting experiences for children both indoors and outside in the varied grounds at the centre. Staff talk to parents when children first start at the setting and obtain information about children's interests and routines. They provide parents with clear verbal feedback at the end of each day. This feedback includes information about what the children have enjoyed and achieved, if they have made new friends and a reminder about what is planned for other sessions. Younger children have learning journals and tracker sheets showing their interests and what they have achieved while at the setting.

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

Children are happy and enjoy their time at the setting. They quickly make new friends and learn the routines of the session. Younger children benefit from the robust key person system, which helps to ensure that they feel welcome and involved. Older children enjoy being a 'buddy' and learn to look after the younger children while they settle in to the setting's routines. Children behave well and learn to play cooperatively with their friends and staff as they take part in team games. They discuss the setting's rules, which are put up on display on the wall for children and parents to see. These rules encourage children to laugh, learn and play. Staff promote positive behaviour and turn taking as children are reminded about sharing and waiting for certain resources to become available. Staff and management use effective strategies to manage any behaviour issues and work together with local schools, which the children attend, to ensure consistency of practice. Staff are good role models; children know what is acceptable and respond well to the positive intervention. They try hard to earn reward stickers for good behaviour or for sitting sensibly on the mini bus.

Children are gaining independence and confidently take themselves to the toilets nearby or help themselves to snacks and drinks. Children's understanding of health and safety is

threaded through the setting's routines. They learn about good health and hygiene practices as they make choices from the healthy food provided at snack and dinnertime. Children know to wash their hands before eating and after using the toilets as part of a healthy lifestyle. They enjoy the social occasion as they all sit together to eat. Children confidently make choices from the range of well-organised and accessible resources available each day. They are able to request other activities and staff will include these in the plans for another session if possible. All children attending the after school and holiday clubs are already at school. They benefit from meeting new friends from other local schools and talk confidently together about their teachers and what subjects they like.

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

Arrangements for safeguarding children's well-being are well established and effective. Staff work well with management to implement robust safeguarding procedures used for all provision running within the centre. Effective systems are in place to ensure that all staff are appropriately vetted to make sure they are suitable to work with children. Good attention to staff development results from the implementation of induction and appraisal systems. Some new staff employed recently are suitably qualified while others are starting additional training courses in the near future. Staff attend regular safeguarding and first aid training to help protect children's welfare at all times. They have a good understanding of their duty to safeguard children, including through the effective use of risk assessments, and to meet the safeguarding and welfare requirements. Staff deployment is good and provides children with a safe, secure environment and good adult support.

Staff organise the environment well to ensure that it is interesting and provides children with choices. Children move freely within the designated areas indoors and have frequent opportunities to use the outdoor environment under staff supervision. Children have access to large outdoor equipment, which encourages them to take risks in a safe environment and to further develop their physical skills.

Children attend from a range of local schools. Staff and management have close links with these schools as they collect children each day. Staff talk to teachers and share information, such as whether children have had any accidents during the day. They then pass this information on to parents when they collect their children from the after school club. However, the staff have not fully implemented arrangements for information sharing about children's learning and development to enable them to balance children's experiences and maintain continuity.

Parents keep well informed about the organisation of the creche, after school and holiday clubs and receive regular newsletters. They have access to folders of the setting's policies and procedures, information about the Early Years Foundation Stage, and the younger children's tracker records. Some self-evaluation is carried out and management and staff are able to successfully identify some of their strengths and areas for development.

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	509562
Local authority	Hampshire
Inspection number	919146
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	75
Number of children on roll	46
Name of provider	Stanmore Youth Centre Limited
Date of previous inspection	25/08/2011
Telephone number	01962 840022

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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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