

Childcare @ St Swithun's

St. Swithuns Community Centre, Arncliffe Road, WAKEFIELD, West Yorkshire, WF1 4RR

Inspection date

Previous inspection date

09/09/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- The systems for planning, assessing and observing children's progress ensure all seven areas of learning are effectively covered. Assessments are accurate and next steps are clearly identified and planned for. This ensures children are well prepared for their next stage in learning, such as school.
- The environment is stimulating, warm and welcoming. As a consequence, children feel safe and settle quickly.
- The practitioners demonstrate a very good understanding of safeguarding procedures, and are confident in their ability to implement them effectively. This ensures children are safeguarded.
- The drive for improvement is effectively supported by robust systems that monitor and review the educational programmes and quality of practice. This ensures that any action taken will help children continue to make good progress.

It is not yet outstanding because

- There is room to enhance children's rapidly developing mathematical awareness to include greater opportunities for children to count.
- There is scope to improve children's understanding of the need for good hygiene practice.

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 inside and outside play area.
- The inspector looked at the systems used for the planning and assessment of children's learning.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector carried out a joint observation with the manager, and held discussions with children.

Inspector

June Rice

Full Report

Information about the setting

Childcare @ St Swithun's was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises within St Swithun's Community Centre, in the Eastmoor area of Wakefield. The nursery serves the local area and is accessible to all children. It operates from two rooms and there is an outdoor play area.

The nursery employs three members of childcare staff, two of whom hold appropriate early years qualifications at level 3 and above. The nursery opens Monday to Friday during term time only. Sessions are from 9am until 12pm and 1pm until 4pm. Children attend for a variety of sessions. There are currently 24 children on roll who are in the early years group. The nursery provides funded early education for two-, three- and four-year-olds.

What the setting needs to do to improve further

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

- enhance the programme for mathematics by, for example, giving children greater opportunities to count for a purpose
- support children in further developing their understanding of the reasons for good hygiene practice.

Inspection judgements

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

The systems used to observe and monitor children's progress clearly identify the progress they are making and plans for their next steps in learning. Practitioners take account of how children learn and use widely available material as they observe and analyse what children can do. The learning environment is well organised and provides children with a very good range of resources and activities that they are able to access independently. This includes the outside play area, which is available at all times. There is a very good balance of adult-led and child-led activities that effectively cover all seven areas of learning. This ensures children make good progress towards the early learning goals, which helps them get ready for school.

Partnerships with parents and other professionals are effectively promoted. For example, enrolment procedures ensure good information about what children can do is obtained

from parents before their child begins. This enables practitioners to plan effectively for their child's first day. There is an emphasis on encouraging parents to remain involved in their children's learning through discussions and the sharing of children's record of development on a regular basis. This helps children make the best progress they can relative to their starting points. Parents are introduced to their children's key person during the settling-in process. They are able to remain nearby on the premises until they are reassured their children are settling. This supports both parents and children during their transition from home. As a consequence, children settle quickly and there is an opportunity for parents and their children's key person to develop a good working relationship. This ensures children's individual needs are met effectively.

Practitioners know their children well, observe them closely and are very interested in what they are doing. They are confident when they discuss the progress and abilities of individual children they are responsible for. Practitioners clearly demonstrate a good understanding of how to support children's learning through the use of open-ended questions which promote children's thinking and help to extend their communication skills. For example, children are invited to paint. The practitioner asks 'what shall we paint?' and children reply 'a fish'. Children are asked to find a fish and they bring back a round, orange, striped fish and place it in the centre of the table. The practitioner encourages children to look at and describe what they see, and skilfully introduces colour and pattern recognition. Mathematical language is introduced to the conversation when children are asked to describe the shape of the fish and decide whether it is 'a big circle or a little circle'. Mark making is introduced as children are asked if they can draw a circle and make lines for the stripes. However, there are fewer opportunities for children to explore the use of numbers in order to deepen their mathematical knowledge.

Practitioners plan an environment which supports children's imagination. For example, children are able to independently select craft materials, such as paint, chunky crayons, pencils and modelling materials, and tools, such as scissors, brushes and glue spreaders. This provides children the freedom to explore and express themselves through different media. Activities are varied and include opportunities for children to learn about their wider world. Children listen carefully to the sound of a machine outside and watch a helicopter flying overhead. Children are encouraged to think about what the machine is. Some children think it may be a digger while others think it may be a lawn mower. Their interest is extended as children are asked what the digger might be digging, and when the sound stops they are asked 'why has it stopped?' Children reply that the machine has stopped because it needs some water and off they run to get some. Children join their friends as they listen carefully and become fully immersed during circle time. They listen to favourite stories, sing and repeat familiar phrases and rhymes in song, and competently join in the actions. This promotes children's personal and social skills, and their interest in literacy.

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

Children's good health and well-being are effectively promoted and they make good use of the free-flow access to the outdoor environment. Children ride bikes, skilfully manoeuvring forwards and backwards in order to avoid obstacles. They show an eagerness to have a

go as they try to keep a hula hoop moving with their body and join in a game of football with a friend. This effectively promotes children's physical well-being. Children are provided with fresh fruit, vegetables, milk and water at snack time. This helps them to learn about healthy eating. Children are encouraged to wash and dry their hands before snack and after using the toilet. This effectively promotes good hygiene practice. However, practitioners do not always explain to children why they are washing their hands. This means children do not always understand why it is important to do this. The exclusion policy is implemented effectively, which helps to protect children's health and well-being.

Children are learning to develop an understanding of dangers and how to stay safe through their daily routine and activities. For example, they learn to use tools, such as scissors, safely. This helps them to learn to behave in ways that are safe for themselves and others. Children are very well behaved and confident. They move freely within their learning environment and select resources that are clearly labelled, well presented and easily assessable. Children are observed to independently transport resources from one area into another and from the inside environment to the outside. As a consequence, children take control of what they want to do and remain interested and motivated to learn. Children are supported well in developing their independence and self-help skills. For example, they quickly become independent in using the toilet, and are encouraged to learn to put on their own coats before going outside.

The key person works closely with parents from the day their children start. This ensures children's transition from home runs smoothly. Parents provide detailed information about how practitioners can settle their children, how children show they are tired, their routines at home and what they like to do. The regular, short visits prior to starting help children to begin to develop a bond with their key person. Children show through their body language that they are happy, safe and secure. For example, they are happy to talk to the inspector and answer her questions. There are well-established links with other early years settings children attend. For example, teachers visit children during their sessions at the nursery, and practitioners share details about what children can do and how they are supporting their learning. Practitioners read books and talk about the big school they will be going to. This successfully promotes children's transition into school.

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

All required documentation is in place and includes procedures to be implemented in the event of lost or uncollected children, the use of mobile phones and safeguarding. There is a system to record of accidents and injuries, which includes details of any first aid that was administered. All practitioners demonstrate a good understanding of child protection and they are confident in their ability to implement procedures effectively in order to safeguard children. Practitioners are committed to carrying out visual risk assessments of the inside and outside environment, including toys and equipment, on a regular basis in order to reduce risks to children. Risk assessments are detailed and clearly recorded, along with any actions taken to reduce or eliminate any hazards to children. As a result, children are kept safe.

Leadership and management is good. Their drive for improvement is supported by robust systems that monitor and evaluate practice and the impact on children's learning. All practitioners are involved in the process, and the views of parents are obtained through questionnaires. This ensures that areas for improvement are prioritised in order to ensure children continue to make good progress. Well-established systems are in place to help practitioners identify and seek any additional support for children and their families should they need it. There are robust systems in place for recruitment and checking the suitability of practitioners. This ensures the continued suitability of those who work with children. For example, regular supervision and appraisal meetings have been quickly established and implemented. This helps to identify training needs and re-affirm their suitability to work with children. As a consequence, the quality of the provision continues to improve.

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	EY459409
Local authority	Wakefield
Inspection number	908996
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	36
Number of children on roll	24
Name of provider	St George's Lupset Ltd
Date of previous inspection	not applicable
Telephone number	01924361212 Ext 240

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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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