

CEDA - Clare Milne Centre

The Clare Milne Centre, Emperor Way, Exeter Business Park, Exeter, EX1 3QS

Inspection date	27/08/2013
Previous inspection date	06/03/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	Met
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 provide a range of fun and interesting activities for children to enjoy.
- Staff plan a wide range of activities to promote children's development across all areas of learning.

It is not yet good because

- The implementation of the fire evacuation process does not ensure all children take part to fully enable children to learn how to manage their on safety.
- Staff to not explore all opportunities for children to see number around them, for example, while outdoors.

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 had discussion with manager and staff.
- The inspector sampled a range of documentation including the centre's policies, staff records, children's records and policies.
- The inspector observed children's activities in various rooms.
- The inspector visited the rest of the centre including the outdoor areas.

Inspector

Sara Frost

Full Report

Information about the setting

CEDA (Community Equality Disability Action) Out of School club registered in 2007. CEDA is a registered charity that provides services for children and adults with disabilities. The out of school club operates from an adapted building situated within a business park on the outskirts of Exeter in Devon. The group are based on the first floor, with a main playroom, a sensory room, IT suite, art room and quiet area. There are toilet facilities within the building, some of which are equipped for children with disabilities, a kitchen and large office. There is a small car park that can be enclosed and used as an outdoor play area during after school hours and a sensory garden. The group is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It provides care for children from four to under eight years. Children up to the age of 18 can also attend the club. There are currently 109 children on roll. There is one child on roll in the early years age group although not present at the time of inspection. The after school club operates from 3.30 pm to 7 pm on weekdays, during school term times. The holiday club operates from 9.30 am to 4 pm on weekdays during school holidays. A Saturday club operates from 10 am to 4 pm all year round. The club is open to all children and is able to provide specific support for children with special educational needs and/or disabilities. Children who speak English as an additional language are supported at the club. The manager holds a National Vocational Qualification at level 3.

What the setting needs to do to improve further

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

- take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency, by ensuring that the fire evacuation is conducted regularly so that all children are familiar with the evacuation process.

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

- develop further the outdoor area to provide children with more opportunities to increase their awareness of number.

Inspection judgements

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

Children play, learn and socialise in a setting which is very well organised. Staff know the children well and plan activities to enable children to progress given their stages of development, starting points and level of attendance. The meets their specific individual needs. While there were no children in the early years age range present on the day of inspection, through discussion and documentation staff demonstrated a very good understanding of observation, assessment and how they use this information to promote children's learning and development. In addition, core key staff have developed positive partnerships with schools and other agencies involved in the children's lives to provide support and continuity of care. Children enjoy using a wide range of resources. For example, when accessing the music room, they can experience arrange of various sound making resources. This provides much enjoyment as children listen and become excited with the sounds they make and also helps improve their muscle control as they grasp and take hold of the resources. Staff plan 'messy play and cooking' activities for children to develop their social skills, such being next to one another, playing alongside each other, and sharing. These activities also provide children with opportunities to experience different textures, for example, experimenting with cornflour and water mixture, to make liquid and solid mixtures. In additional children are introduced to number for example as they weigh out ingredients. However although maths is used in various ways inside it is less evident in the outdoor area as there are not many opportunities for children to see numbers around them Staff plan activities for the children during the day and there are also times when children can make their own choices. Staff use visual aids to help children identify items they may wish to play with. In addition to the various activities available on site, children experience a range of activities off site including trips to farms and sports venues. These activities support their understanding of the world around them.

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

Staff provide a warm and welcoming environment with plenty of photographs displaying children's recent activities both at the centre and at other venues, all of which promote memories and talking points. Children have access to various rooms within the centre such as, a music room. Staff have been able to encourage children to explore the range of musical instruments on offer with support from a musical co-ordinator. The sensory room, with specialised equipment and resources, provides opportunities for all to experience sound, movement and various forms of light and supports children's emotional well-being.

Staff discuss how they promote children's health through everyday routines and activities. For example, children are encouraged to wash their hands at appropriate times. Staff inform children the importance of why they need to put their packed lunches in the fridge. The storage of children's packed lunches was an area raised at the last inspection and has been improved to the benefit of children's good health. The employment of a sports and activities co-ordinator has increased children's options of taking part in various sporting activities. Staff plan activities to local farms to help children learn about caring for animals.

Staff describe how they encourage and promote younger children's self confidence and demonstrate this with older children in the setting, by praising their achievements. Planning demonstrates that staff provide activities to help children learn to develop

friendships and skills for the future.

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

The management team and staff have a secure understanding of their roles and responsibilities. They have a clear knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage Framework. They have a clear knowledge of the correct procedures to follow should they have a concern about any child in their care. Clear policies and procedures are in place to support effective safeguarding practice.

Clear and robust recruitment procedures are in place to ensure staff are suitable to work with the children. Management have clear systems that show all the relevant checks are completed before staff work with the children. Supervision and staff appraisals help management to monitor their staff's practice and identify any training needs. In house training is also available to help improve practice within the centre. There are clear induction procedures for new staff, including safeguarding and fire evacuations. However the fire evacuations are conducted on a two monthly basis, so at the time of the inspection children who have only attended the summer holiday club have no knowledge of the fire evacuation process or what they or staff need to do to help them in the event of an emergency situation. This was raised as a recommendation at the last inspection and has only been partly met. As a result, the provider must take action to improve the fire evacuation procedures to continue to protect children.

Management have clear visions for the future, for instance looking at focusing on improving the quality and advocating play for children with disability. They involve parents in the process of improvement by producing regular parent questionnaires. Graphs are collated using the information provided by the parents to identify good practices and areas for improvement. Positive feedback from parents includes 'like the 'can do' attitude of staff if a problem crops up,' and that staff 'always bend over backwards to help.'

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	EY359856
Local authority	Devon
Inspection number	933235
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	12
Number of children on roll	109
Name of provider	Community Equality Disability Action (CEDA)
Date of previous inspection	06/03/2012
Telephone number	01392 360645

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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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