

YMWA Creche Egloskerry

Egloskerry Village Hall, Egloskerry, LAUNCESTON, Cornwall, PL15 8ST

Inspection date

Previous inspection date

20/11/2013

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

- Staff establish positive working relationships with parents, which effectively promotes consistent care for children.
- Staff have a good knowledge of child development and have effective systems in place to monitor children's individual progress.
- Staff are kind and gentle in their approach to children and have good awareness of children's personal needs.
- Staff promote effective partnerships with others, in order to further support children's learning and development.

It is not yet outstanding because

- Space is used generally well for activities, although there is not a clearly defined area for children to rest and sleep.
- Staff do not always create a cosy or purposeful area to provide interest for non-mobile babies.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had discussions with managers, staff and parents.
- The inspector observed staff caring for children in the crche aged from birth to three years.
- The inspector undertook a joint observation with the day care manager.
- The inspector read a sample of children's development records.

Inspector
Julie Wright

Full report

Information about the setting

Young Mums Will Achieve (YMWA) Crèche at Egloskerry Village Hall registered in 2013. It is one of 10 crèches run by Fit 'N' Fun Kids Cornwall Limited. YMWA is a multi-agency partnership between Cornwall College, Cornwall Council and Fit 'N' Fun Kids Nursery. The crèche is registered on the Early Years Register and the compulsory part of the Childcare Register. There are eight children on roll, all within the early years age range. The crèche operates from the village hall and has an enclosed outdoor play area. Staff take children to the local park for additional outdoor play opportunities. The crèche is open every Monday and Wednesday from 9.15am until 4.15pm, in term time only. The crèche specifically supports young mothers who attend education sessions on the same site. It does not receive funding to provide free early years education for children. The manager has a National Vocational Qualification at level 3 and all other staff have appropriate childcare qualifications.

What the setting needs to do to improve further

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

- improve organisation of the premises to provide a designated quiet area, to help babies and young children settle to sleep
- provide a wider variety of resources to stimulate non-mobile babies and encourage interest in their surroundings.

Inspection judgements

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

Staff have strong partnerships with parents and they work well together to compile records of children's progress. Assessment procedures clearly identify children's developmental starting points and next steps. Parents contribute to the records of development with examples of children's achievements made at home. Staff and parents complete summative assessments including the progress checks for children aged two years. Staff provide frequent opportunities to involve parents in children's learning. For example, after lunch they all take part in activities that link to topics, such as 'healthy eating'. Parents and children enjoy creative play, for instance, making Christmas decorations. Staff provide a good range of activities to occupy children in this crèche facility. They display planning and follow children's interests. For example, staff ask children what they would like to do after playing with lotion in a tray. Children request sand and watch eagerly as staff prepare the activity. Children enjoy the sensation of sitting or standing in different materials. Each activity has a clear purpose, which shows

that staff have a good knowledge of how children learn. For instance, in messy play children use their senses and make marks as they swirl the sand or lotion around. Staff talk to children about things being 'slippy' and to 'be careful', which helps young children to be safe. Children show curiosity and a developing understanding, which contributes to future learning skills. For example, children point to the numbers on a keyboard and say 'one, two, three', so they are beginning to recognise number sequence.

Staff interact well with children to constantly prompt and encourage language development. They sing songs, such as gentle lullabies to soothe babies or nursery rhymes with older children. Staff teach children to use Makaton signs, to reinforce understanding and communication. Children smile with pleasure as staff praise them for 'good signing' and 'lovely manners' and this helps children develop good self-esteem. Children love to sit with staff and look at pictures or listen to stories. They repeat familiar words and phrases from a story, which shows that children remember their favourites. Toddlers and children move around from one activity to another, making choices. For example, they decide to sit and play with the bricks on the floor, then go to the dough table. Staff adapt activities to provide age-appropriate challenges for children. For instance, in the dough activity older children make shapes and prints. They mix ingredients together and use different pieces of equipment. To extend children's interest staff add scents, such as lemon. Staff use the dough to provide a sensory experience for babies and toddlers, who enjoy touching and smelling it. The youngest children watch the older ones and like being with them. Children develop concentration skills as they gradually learn to spend longer at activities.

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

There is a consistent staff team so children become familiar with key persons. Staff provide an effective settling in period and get to know the parents and children well. Consequently, parents feel confident when they leave their children. Children become familiar with the environment and learn to move around with confidence. Staff are aware of children's individual needs and personal routines. They ask parents to provide relevant information to help them settle and care for the children. For example, staff know when babies are tired and usually have a sleep. They gently nurse and reassure babies who become distressed for any reason. However, babies' do not always settle easily to sleep due to distractions in the room as there is no designated, quiet sleeping area available. Staff give babies bottles and comforters, in accordance with parents' wishes. Parents are on site and therefore easily available, for instance, to give any required medication or simply a cuddle to their children.

Staff provide parents with clear information about all policies and procedures related to children's health, safety and well-being. Parents are aware of specific exclusion periods for children's illnesses, to prevent risk of infection. Staff wear disposable gloves and clean the changing mat after each use, which demonstrates good hygiene practice. They teach children daily routines, such as to clean their hands at appropriate times. Staff offer healthy snacks for children, with an option for parents to provide their own food if they prefer. Children sit together at snack and lunchtime, so they benefit from social occasions.

Children show good manners as they say 'please' and 'thank you' to staff. Children watch with interest as staff cut fresh fruit and say the names of different fruits. This prompts children to repeat words and sounds, which helps their language development. Staff use picture and word cards to promote children's understanding and to help them make choices, for example, to ask 'Would you like a rice cake?' Staff provide outdoor play opportunities so that children benefit from fresh air and exercise. Staff promote children's physical development and coordination in various activities. For instance, they encourage young children to roll balls to and fro, or to knock skittles over. These games help children to learn to take turns and to cooperate in play.

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

Staff have relevant qualifications, experience and skills in the care of babies and young children. They have a good knowledge of the Statutory Framework for the Early Years Foundation Stage and all requirements are fully met. Consequently, children are happy and well cared for in the crche. Robust induction, appraisal and supervision procedures are in place. New staff benefit from good support and have a clear understanding of their responsibilities. All staff are aware of the policies and procedures to promote and protect children's well-being. They attend child protection training and demonstrate a secure knowledge of the procedures that safeguard children. Staff provide a safe and secure environment for children. They conduct regular safety checks and remove hazards. For example, staff sweep up spilt sand so that children do not slip. Staff complete risk assessments for outings, such as trips to the park. They identify and minimise hazards to keep children safe.

There is a strong leadership and management team who have a clear vision for future development. They evaluate their effectiveness and clearly identify aspects for improvement. Staff are very aware of the limitations of the premises and hope to move in the future. They make suitable use of the hall to make sure play areas provide a variety of stimulating experiences for mobile children. However, provision for non-mobile babies is less inspiring when they are not involved in a planned activity. For example, there is no music playing and limited resources for the babies to look at.

Staff make progress in their professional development. They attend specific training relevant to the care of babies, so they develop expertise. Senior managers actively encourage staff to aspire towards higher qualifications. Regular staff meetings provide opportunities for staff to share practice issues and reflect on training sessions. To maintain awareness staff refer to booklets, for example, on child development, safeguarding and observing children. Staff, parents and other agencies work in close partnership to support children's learning and development. Parents value the provision and provide very positive feedback. They comment on how much their children learn and enjoy being there. Parents are complimentary about staff and confirm that they have good relationships with them. Children are well prepared to move on successfully in their learning.

The Childcare Register

The requirements for the compulsory 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY459450
Local authority	Cornwall
Inspection number	915725
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	9
Number of children on roll	8
Name of provider	Fit 'N' Fun Kids (Cornwall) Limited
Date of previous inspection	not applicable
Telephone number	01326379428

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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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