

Eldean Childcare Limited

Duston Eldean Primary School, Main Road, New Duston, NORTHAMPTON, NN5 6PP

Inspection date

29/11/2013

Previous inspection date

15/02/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- Teaching is consistently good and based on a secure knowledge of how to promote children's development, this enhances children's learning and allows them to make good progress across all areas of learning. This includes children with special educational needs and/or disabilities.
- The leadership of the pre-school has significantly increased the quality of provision, reflecting and acting upon recommendations raised during the previous inspection as well as priorities identified themselves.
- Children are kept safe through effective supervision, a comprehensive policy and effective behaviour management strategies.
- Children are developing meaningful relationships, this is supported by an effective key person system that means children are happy and settled within the pre-school.
- Effective partnerships with parents and the school have been developed, this supports children in their learning and increases their readiness for school.

It is not yet outstanding because

- Learning opportunities, such as, circle time are not maximised in order to consistently allow all children the opportunity to make contributions to fully extend their learning.
- Staff sometimes miss opportunities to fully extend and follow through children's ideas.

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 conducted a tour of the premises.
- The inspector observed activities in the main playroom and the outdoor area.
- The inspector conducted a joint observation with the supervisor.
- Assessment records, planning documents, policies, qualifications of the staff and their suitability was checked.
- Discussions were held with parents, staff and children.
- A meeting with the manager and supervisor was held.

Inspector
Ben Hartley

Full report

Information about the setting

Eldean Childcare Limited was registered in 2007 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a mobile classroom in the grounds of Eldean Duston Primary, Northamptonshire. Children have access to an enclosed outdoor play area.

There are currently 40 children on roll in the early years age range, there are also 40 children on roll for the out of school sessions. The out of school sessions admit children up to the age of 13. The pre-school is open Monday to Friday, during the school term time. Pre-school sessions are from 9am to 12 noon, with a lunch club from 12 noon to 12.30pm and an afternoon session from 12.30pm to 3.30pm. The out of school sessions run from 7.45am to 8.50am and from 3.15pm to 5.30pm. Sessions are held during the school holiday, as and when required, from 8am to 6pm. Children attend for a variety of the sessions on offer. The setting is in receipt of funding for early education places.

The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are nine members of staff, of whom seven hold an appropriate early years qualification, including one member of staff with Early Years Professional Status. The pre-school receives support from the local authority.

What the setting needs to do to improve further

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

- maximise the utilisation of group learning opportunities, such as, circle times in order to consistently allow all children the opportunity to make contributions that support their development
- enhance the already good communication between staff and children on a more consistent basis in order to maximise their learning by, for example, following children's ideas and allowing them to fully develop within their play.

Inspection judgements

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

Good quality teaching provides children with a strong foundation to support their learning. Consequently, they make good progress across all areas of learning. Skilful support and interventions are devised to support children with additional needs and children with

English as an additional language, therefore, these children are also working successfully towards their own personal targets. The planning within the pre-school has been developed and is now much more closely linked to the children's interests and next steps in their learning. These next steps are identified through in depth assessments and then used within everyday practice. The curriculum is wide ranging both inside and outside. For example, the outdoor environment includes resources for the children to develop their physical skills, as well as allowing opportunities for children to draw on a large scale using chalk. A particular highlight of the outdoors is the use of resources to enable children to take risks and engage in imaginative play activities. For example, the children build using large crates and then climb and jump off them. They are then used to build a 'bus', which is then utilised as an opportunity for children to ask questions and develop their understanding of the world. Such as, the need to 'fix' the bus by putting petrol in it, as well as fixing the wheels and other parts of it. Communication is generally used very well by the staff. However, staff sometimes miss opportunities to follow children's ideas in order to fully develop their play.

The pre-school provide an effective balance of opportunities for children to be involved in independent activities and those which are led and devised by adults. Children demonstrate the characteristics of effective learning and are eager to ask questions in order to further their understanding. The pre-school also use routine daily activities in order to extend learning. For example, the children are particularly interested in the people that come and collect the bins on the school site. Therefore, the pre-school are planning activities to use this interest in order to further children's learning. The pre-school also make use of the pet rabbit to teach children about how to care for other living things. The pre-school have developed effective links with the on-site school. This helps prepare children for the transition into that environment and increases their readiness for the next stage in their development.

Effective partnerships with parents have also been developed through effective communication. The pre-school also actively share children's learning with parents. For example, the children's folders are easily accessible for the children and their key person is on hand to share information. This strong link with the child's home environment allows learning to be shared consistently between the home and the pre-school. Parent's views were also taken into account during the inspection and all commented very positively on the services provided by the pre-school.

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

Children are happy and settled within the pre-school. They have formed secure attachments to skilful staff and are developing relationships with their peers. This is facilitated partially through an effective key person system, which allows children and families to develop these attachments and relationships further. The pre-school give close consideration to how children are assigned a key person and this supports the effectiveness of the system. This also contributes to their positive emotional well-being. The staff within the pre-school display a good knowledge of the children within their care and provide stimulating activities that are linked to their interests and next steps. The

environment is generally well-organised, with staff deployed effectively to supervise children sufficiently. However, further consideration does need to be given to how circle times and other group times are used more effectively to maximise children's learning on a more consistent basis. For example, during a circle time only a small number of children were involved and engaged in the conversation taking place. Children demonstrate that they are content and well settled within the pre-school.

The pre-school takes very positive measures to promote children maintaining healthy lifestyles. For example, they take the children swimming at a local pool. This activity is well planned and risk assessed and provides an excellent opportunity for children to learn, as well as a crucial role in their access to physical exercise. The pre-school offer healthy nutritious snacks in a well organised manner in order to promote healthy living. The pre-school also makes good use of the local environment in order to promote children's learning and development. Children are supervised well at all times and this keeps them safe within the pre-school. The environment is safe, secure and well maintained, consequently, children are kept safe. Risk assessments and policies that are closely understood and adhered to by all the staff also enhance children's safety.

Children within the pre-school make generally positive choices in terms of their behaviour. There has been a change of emphasis, directed by the staff, within the pre-school and there is now a much stronger focus on praising and reinforcing positive behaviour. This has resulted in a change within the children's behaviour and how the staff manage this, which is in line with an appropriate policy which protects children. Children are supported in taking manageable risks whilst still being kept safe. Children also enjoy the opportunities to enjoy free access to a wide range of resources. For example, within the indoor environment there is information, communication and technology equipment, paint as well as many other activities for the children to take part in. The pre-school also utilises the local facilities in order to enhance children's learning further. For example, they undertake regular visits to the care home for the elderly, in order for the children to learn more about the world around them and understand more about their local community.

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

The leadership within the pre-school is effective in maintaining a high quality provision. The management team work effectively together to safeguard children, this is partially achieved through in depth policies and procedures that are closely adhered to by all staff. All staff also have a good understanding of how to protect children and keep them safe from potential harm. All staff have undertaken suitability checks and this helps ensure that only appropriate adults have access to children. Additionally, there is a thorough recruitment procedure. Children are supervised well at all times within the pre-school and this is achieved partially through the effective deployment of staff in order to maintain a high level of supervision. For example, staff communicate very well with each other while the children move freely around the pre-school, this helps maintain the level of supervision both inside and outside. The manager has an excellent working relationship with the supervisor and this has enabled the pre-school to make a number of positive changes to

improve the quality of provision. For example, the supervisor has changed the way in which the pre-school plan activities. Plans are now based much more closely on the assessments that are undertaken, which accurately identify the next steps in children's learning as well as their interests.

The supervisor monitors the educational programme and the quality of the teaching effectively through appraisals as well as peer on peer observations. This enables her to quickly identify elements of practice that need to be developed further and put measures in place to improve these aspects of provision further. For example, she has developed an action plan for improvement and identified some training that the staff are due to take part in to further improve particular aspects of provision. Furthermore, the staff qualifications and drive to develop professionally has a positive impact on the quality of the teaching and overall provision. For example, the supervisor has recently undertaken her Early Years Professional Status within the pre-school in order to impact on and improve the provision. The pre-school also critically reflects on practice and staff are actively working towards improving aspects of the provision that they have identified themselves as well as those set out in their last Ofsted inspection. For example, they are currently developing the garden area in order for children to understand where food comes from and how it is produced.

Effective partnerships with parents have been developed, along with strong links to the local school and other outside agencies to support children, particularly those with special educational needs and/or disabilities. These links provide a good platform for children's learning and enables the pre-school to support these children with special educational needs and/or disabilities well. The partnership with the local school has also been developed well. For example, the children within the pre-school now visit the reception classroom within the school. This enables the school to prepare for their arrival as well as providing the pre-school with specific activities to support children in their transitions. The staff within the pre-school also felt it was important to support children in learning phonics, therefore, they have arranged to undertake phonics training in order to support children further.

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	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	EY357555
Local authority	Northamptonshire
Inspection number	940328
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	40
Name of provider	Dora Mary Denton
Date of previous inspection	15/02/2011
Telephone number	07898 206467

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

