

# PARC (Essex)

Great Notley Country Park, Great Notley, Braintree, Essex, CM77 7FS

<b>Inspection date</b>	29/10/2013
Previous inspection date	20/04/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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 develop good relationships with children ensuring that they are confident and secure within the setting. This helps children to make good progress in their learning and development.
- Children enjoy being both physically active in the well-planned garden and spending quieter, calming moments in the effectively resourced sensory room. This means that children's individual needs are well met.
- There is good and effective partnership working with parents and a wide range of professionals. This ensures that children's individual needs are consistently met and continuity of care and shared care is effectively promoted.
- All managers and staff have a good understanding of their roles and responsibility and the importance of safeguarding vulnerable children and young people. This ensures that children and young people are protected.

### **It is not yet outstanding because**

- Creative activities are not always consistently integrated within daily play and learning experiences. Therefore on occasions, children's imaginations and self-expression are not supported to the maximum.

## 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 play activities, and the interactions between children and staff in the playrooms and outside in the garden area.
- The inspector with a manger undertook a joint observation.
- The inspector spoke to children, staff and managers at appropriate times during the inspection.
- The inspector spoke to parents and looked at written parental testimonials and their views have been taken into account.
- The inspector looked at a range of documentation including staff suitability details, safeguarding policies and children's records.

## Inspector

Lisa Paisley

## Full Report

### Information about the setting

Parc (Essex) was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The provision is committee owned and managed. The provision operates from purpose built premises for children with special educational needs and/or disabilities in Great Notley Country Park in Braintree, Essex. The provision serves the local and wider areas and there is an enclosed area available for outdoor play. Parc (Essex) employs 14 members of childcare staff. Of these 14 hold appropriate early years qualifications at level 2, 3 and above, including three with Early Years Professional Status and three with Qualified Teacher Status. The setting also employs a number of bank staff and volunteers to enable them to run the respite and activity sessions.

Parc (Essex) holds under-five's sessions on Tuesday, Thursday and Fridays from 10am until 12noon. It runs an After School Club on Monday to Thursdays from 3.30pm until 7pm and a youth club for children aged 12 to 21 years, which runs from 6pm until 9pm on Friday. PARC (Essex) runs Saturday sessions from 10am to 1pm, and then from 2pm to 5pm. They also run sessions in the school holidays from 10am until 5pm as well as 10am until 1pm and 2pm until 5pm. There is also a Sunday Family Activity Club for parents to stay with their children, which runs from 10am until 1pm. There are currently 24 children attending who are in the early years age group. The provision provides funded early education for two-, three- and four-year-old children.

### What the setting needs to do to improve further

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

- build on activity plans to further integrate creative activities that are suitably appropriate for the needs of the children.

### Inspection judgements

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

Parc (Essex) is a provision that provides play and learning opportunities for children with special educational needs and/or learning difficulties in the early years age range. The provision also provides respite and recreational services for older children and young adults with special educational needs and/or learning difficulties. Children attending in the early years age range are effectively supported by staff as they work well with parents to ensure that they know the child's individual care needs and the variety of ways that children play and learn. This means that staff make adaptations and adjustments enabling

children to take part in activities and play experiences, for example, playing in the garden and using interactive equipment. Activity plans successfully cover the seven areas of learning and staff demonstrate a range of skills that foster effective learning, for example, allowing children the time to explore and play with what they know, such as the ball pool. This means that children feel confident and secure within the provision.

Children develop good relationships with staff as the high child to adult ratios ensure that staff have the time to build relationships. New children attending the provision are given one-to-one support so that they are able to explore and play at their own pace. For example, children going up and down the low wooden steps, then into the ball pool, back to the play cube. The key person completes regular observations and these inform future activity plans. Children's communication and language development is promoted well by staff as they observe a range of verbal and non-verbal communication gestures by the children and respond appropriately with skill and sensitivity. Staff consistently talk to children in a sensitive and caring manner, as they lift them in and out of wheelchairs and when going into the sensory playroom; this provides reassuring support for children.

The garden area enables children to actively explore the outside area, where they use the bikes with confidence and skill and they enjoy climbing the slide, going up and down the climbing frame and playing on the swing. They also actively engage in the ball pool room where they are able to jump, and throw and bounce a variety of balls. Children have opportunities to explore a range of imaginary experiences, such as the sensory room which allows them to use their senses to explore a range of light, touch and sound sensations. Sand, water and additional creative activities are available to children in the early years age range. However, they are not always fully integrated within activities to further support their self-expression and imagination. The designated cosy area provides children with opportunities to relax and look at a range of books and stories with their friends and staff are always close by to ensure that they feel supported and respond to children's needs. The role play corner also enables children to act out and make meaning of the world, as they use a range of domestic items reflecting the real world, such as the cooker.

Older children attending the provision are able to participate in a range of activities which include the interactive games room and also music sessions with the African drummers. There are also regular trips out to the local swimming pool, the recreational resource centre which provides an extensive range of sensory experiences and trips further afield, such as theme parks. This provides older children with a range of experiences and activities both in the local community and in a variety of environments.

Discussions between parents and staff at the beginning of the day helps staff plan for the child and parents receive full feedback at the end of the day, which means they are aware of what their child has done during the day. Children's learning journals are shared with the parents and they provide a good positive narrative of children's play and learning experiences at the provision. The learning journals are linked with children's assessments and activity plans. Staff work with parents and other professionals when completing the progress check at age two. The summative report identifies children's development and further support that is required. This ensures that children's needs continue to be met.

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

Staff demonstrate a good commitment in meeting the complex welfare, emotional and behavioural needs of all the children attending the setting. Staff meetings at the beginning of every session ensure that children are allocated a key person and that individual staff members are fully informed about children's care needs. There are always additional staff available so the provision works with a higher than required ratio of adults to children. Secure attachments and bonds are established between the children and staff, as children are cared for by small teams who know children's individual care routines and needs. This means that children are consistently provided with good care and support.

Children's attending the provision have a complex range of emotional needs, therefore staff have been recently trained in managing children's behaviour in both a positive and sensitive manner that both safeguards children and the staff. This includes the use of sand timers, using explanations and distraction. Staff provide mutual support for one another and work closely with the management team to ensure effective behaviour strategies are in place on the occasions when children's behaviour may be more challenging. Staff also record and evaluate behaviour through individual behaviour records and agreed care plans. This is shared with the parents and other health professionals, ensuring professionalism and openness in practices and also vulnerable children are safeguarded.

A number of children have restricted diets so parents provide children with their lunch, however, staff ensure that children's lunch boxes and food items are effectively stored. Lunchtime arrangements are effectively organised so that children can independently support themselves with staff providing close support. Children are provided with a range of health snacks during the day and they have access to drinking water, when they become thirsty. Detailed care plans are in place and are regularly updated to ensure that staff continue to meet children's care needs. There are good systems in place for the administration of medication and also in the event of a child becoming unwell. Managers and senior team members are responsible for administering medication and dealing with any emergency situations. This means that children's care needs are well met.

Staff work closely with parents with regards to children's care and emotional needs and will respond rapidly to any changes. For example, a number of children before the summer had changes to their medication, the managers made sure that all team members attended training so they were fully updated with regards to children's care needs. Staff work with parents with regards to children attending other early years settings so that continuity of care is in place for children. They also made good arrangements with regards to children moving onto school, as there are school visits and the teachers are fully informed about children's care and development.

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

There is a strong commitment and passion for providing a good, safe and inclusive environment for children and young people with special educational needs and/or disabilities. The managers and staff clearly understand the importance of the provision, its

service and support that it offers to a number of children and families. The management team have undergone a number of changes that has further strengthened communication and commitment within the provision. All managers and staff have a good understanding of their roles and responsibility and the importance of safeguarding vulnerable children and young people. This ensures that children and young people are protected.

The inspection took place after a notification of a safeguarding concern. The inspection confirmed that the managers followed the appropriate investigation procedures with regards to the incident. They also further strengthened their induction procedures with regards to new and bank staff. A mentoring system is in place for new and bank staff, there is a clear line of communication between staff and the management team and senior team members are positive role models within the provision. This means that the provision has been reflective and responded positively with regards to the incident. There are good vetting and recruitment procedures in place, this ensures that all staff are suitable in their role. Staff attend a range of training opportunities, for example, behaviour management, first aid and care plan training and there are ongoing supervision arrangements in place. Therefore, staff are supported in their role and are suitable in carrying out a range of functions.

There are clear opening and closing procedures at the beginning and the end of the day. Ongoing risk assessment through both written visual checks means that staff ensure any potential hazards are minimised, but they allow children to take safe risks, such as using a range of large outdoor play equipment. Senior staff carry alarms, which enables them to call for assistance if any accidents or incidents occur. Incidents are recorded and monitored to enable the management team to respond to any incidents effectively, such as additional support for staff. All required child record forms, care plans and other documentation are in place to support children's well-being and maintain confidentiality. Managers reflect and continue to assess the effectiveness of the provision. Self-evaluation is in place and staff, parents and children's views are incorporated into self-assessment.

Parc (Essex) is a unique setting as they skilfully adapt the learning and development requirements of the Statutory framework for the Early Years Foundation Stage with the complex health and care needs of the children who attend. Parents are highly complimentary about the provision as they talk about the commitment of the staff, the ongoing support that they offer children's families and that all families and children are fully included within all aspects of the provision.

### **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
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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

<b>Unique reference number</b>	EY300336
<b>Local authority</b>	Essex
<b>Inspection number</b>	937412
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	400
<b>Name of provider</b>	PARC (Essex)
<b>Date of previous inspection</b>	20/04/2013
<b>Telephone number</b>	01376 528999

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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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