

ABC Child Care

Haver Hall, SUNDERLAND, Tyne and Wear, SR2 7QY

Inspection date	15/01/2014
Previous inspection date	15/02/2010

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

- The quality of teaching is consistently good and occasionally outstanding. As a result, children make good progress in all areas of their learning and development.
- Staff demonstrate a thorough knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. Detailed policies and procedures are implemented, which ensures a safe and secure environment for the children.
- An effective key person system helps children form positive relationships and secure attachments, which promotes their well-being and development.
- Staff use the environment effectively and provide the children with a good range of interesting and stimulating learning opportunities. As a result, children are eager and motivated to learn.

It is not yet outstanding because

- There is room to strengthen partnerships with local schools so that there is increased sharing of information about children's learning and so a more consistent and complementary approach can be established.

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 viewed all areas of the after school club accessed by the children.
- The inspector carried out a joint observation with the manager.
- The inspector observed play and learning opportunities for the children and spoke to staff members in after school club rooms.
- The inspector carried out an interview with the manager and looked at and discussed a range of policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Rachel Enright

Full report

Information about the setting

ABC Child Care was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is located in the Barnes area of Sunderland. The setting serves the local area and is accessible to all children. There is access to an enclosed outdoor play area.

The setting employs four members of childcare staff. Of these, three staff members hold appropriate early years qualifications at level 3.

The setting opens Monday to Friday from 7.30am until 9am and 3pm until 6pm, during school term time. A holiday club is also provided from 7.30am until 6pm during school holidays. Children attend for a variety of sessions. There are currently 12 children attending who are in the early years age group. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

What the setting needs to do to improve further

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

- strengthen partnerships with local schools so that there is a more effective method for sharing more detailed information and complementing the children's learning and development.

Inspection judgements

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

The manager and staff demonstrate a good knowledge of the Statutory Framework for the Early Years Foundation Stage and how to support the children's progress and development through the prime and specific areas of learning. Staff use the indoor and outdoor environments effectively and provide the children with a good range of interesting and stimulating learning opportunities. As a result, they show full engagement in activities and are eager and motivated to learn. The quality of teaching is good and occasionally outstanding, consequently, children make good progress overall in all areas of their learning and development. Staff use both long-term and short-term planning to focus on the children's interests and individual needs. Children are continually asked what they would like to do during the session to make sure their learning and development is promoted through activities that they enjoy. As a result, children feel valued and respected. Learning journey records are completed for all individual children, which highlight their achievements and progress from their starting points. Staff provide verbal

feedback to parents at the end of each session and encourage them to share information about learning at home. Consequently, parents feel well informed about their child's progress and development. Staff have high expectations of the children as they regularly complete observations and assessments to identify their learning and development.

Physical development is supported effectively in the setting. Children take part in 'Energy Club' on a weekly basis, where they are encouraged to take part in various games and races to develop their physical and social skills. The younger children are well supported by the older children, for example, during a football activity older children model to the younger children how to dribble the ball through coloured cones and offer praise and encouragement. Children have access to a variety of open-ended resources in the outdoor environment, which allows them to explore, test and further develop their physical skills. Children are encouraged to make independent choices within their play and learning as resources are appropriately labelled and easily accessible. Children are involved in day-to-day activities, which extend their imagination, critical thinking and vocabulary. For example, children are interested and enthusiastic when getting involved in story telling with a staff member. As a result, children are supported to acquire the skills needed to be ready for school and the next stage in their learning.

Children with special educational needs and/or disabilities and children who speak English as an additional language are well supported as staff work effectively with external agencies to support their learning and development. For example, staff work closely with services, such as, speech and language therapists and physiotherapists to ensure the child's individual needs are being met. Staff have links with local schools and talk regularly to teachers when collecting the children, to support them in their learning and development. However, there is room to strengthen these partnerships to ensure a more effective method for sharing more detailed information and complementing the children's learning.

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

The setting provides a warm, welcoming and stimulating environment for the children, which supports their all round development and emotional well-being. An effective key person system is in place, this helps children to form strong and positive relationships with each other and staff. As a result, children form secure attachments and are confident in their environment. Transitions into the setting are well supported as staff work together with parents to share relevant information about their child. Parents spoken to at the time of inspection comment that they feel supported by the staff and they offer a service that is reliable and trustworthy.

Children's behaviour is very good, they are polite and considerate. Children have a clear understanding of the expectations of the setting as staff talk to them about appropriate behaviour and act as good role models. Therefore, children establish a secure understanding of what is right and what is wrong. Staff use regular praise and encouragement throughout the session, which develops the children's self-esteem. As a result, children are happily engaged during their time at the setting. Children have a good

awareness of staying safe as staff encourage them to negotiate space during group activities and provide them with effective procedures when walking to and from school. Therefore, children develop an understanding of risk and learn how to stay safe.

Children are encouraged to take responsibility and be independent through day to day activities and snack times. A variety of balanced and nutritious meals are offered to the children to develop their understanding of a healthy diet. Children sit well together as a group and staff constantly engage in discussions, which promotes communication and language. Outdoor physical activities are provided to ensure that the children can be physically active and develop their coordination skills. Staff talk about the importance of a healthy lifestyle and exercise to the children during these activities. Good hygiene practices are also promoted, for example, during a story telling session staff members talk about the importance of brushing our teeth, one child comments 'My teeth will go yellow if I don't clean them'. This demonstrates that children clearly understand the impact of health and hygiene.

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

The manager and staff are committed to providing a safe and secure environment for the children. There are detailed policies and procedures in place and all staff demonstrate a thorough knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. The manager ensures that all staff have attended relevant safeguarding training and talks about their responsibilities to protect children through regular team meetings. Risk assessments and daily health and safety checks are completed to ensure the environment is free from hazards to and minimise the risk of harm. There are effective recruitment and induction procedures in place, the manager has high expectations of staff and this ensures they are familiar with their day-to-day role and responsibilities.

The manager and staff work together to monitor the planning and educational programmes. As a result, they are confident when evaluating their daily practice and identifying future improvements. Staff also have the opportunity to discuss their own personal strengths, areas for improvement and training needs through meetings and appraisals to support their continuous professional development. Self-evaluation is effective and takes into account the views of staff, children and parents. Parents are asked to complete regular questionnaires and children hold their own meetings to discuss their likes and dislikes in the setting. The manager has a good understanding of plans for the future to support children's progress over time. The recommendations following the last inspection have been successfully addressed.

There are effective partnerships with parents as staff work together with them to support the children in their learning and development. Parents make comments, such as, 'My child loves coming to the setting and always asks to stay longer when they get collected'. The setting works well with external agencies and other professionals to ensure that children's individual needs are being met by accessing the appropriate support and

guidance if needed. Staff understand the importance of working in partnership with other providers and local primary schools to effectively support the children in their learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY401104
Local authority	Sunderland
Inspection number	879411
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	100
Name of provider	Janice Chaby-Rodrigues
Date of previous inspection	15/02/2010
Telephone number	07932 478052

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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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