

Immingham Day Care

IMMINGHAM CHILDRENS CENTRE, Margaret Street, IMMINGHAM, DN40 1LD

Inspection date

Previous inspection date

12/12/2013

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

- The setting demonstrates a strong commitment towards partnership working. This includes working with parents, the children's centre and other services and agencies to meet the needs of the children who attend.
- Children with special educational needs and/or disabilities make good progress in respect of their starting points, as staff are skilled in ensuring that care meets individual children's specific needs.
- Children make good progress in their learning and development because staff provide a broad range of experiences and have a comprehensive understanding of how children learn.
- Children are supported by a highly effective key person system. Therefore, they quickly develop a strong sense of belonging and develop self esteem and confidence within the setting.

It is not yet outstanding because

- There is scope to enhance child-initiated play to further extend children's learning and development, through developing opportunities for children that encourage them to make their own choices and decisions.
- There is room to further improve the use of snack and lunchtime, to enhance the social experience and development of children's communication and language skills.

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.

Inspection activities

- The inspector observed children's play and staff interactions during activities both inside and outdoors.
- The inspector looked at samples of children's assessment records, planning and observation records, evidence of staff suitability, the settings self-evaluation form and a range of other relevant documentation.
- The inspector carried out a joint observation with the manager and spoke with parents, staff and partner agencies of the setting.
- The inspector observed children rehearsing for the Christmas nativity.

Inspector

Ann Hume

Full report

Information about the setting

Immingham Day Care was registered in 2013 on the Early Years Register. It is privately owned and is situated in its own room within Immingham Children's Centre, Immingham. The setting serves the local area and is accessible to all children. Children are cared for in one main room and there is an enclosed area available for outdoor play. There are currently 36 children on roll, all of whom are in the early years age group and attend for a variety of sessions. The setting opens Monday to Friday, term-time only from 8.30am to 3.30pm. The setting provides funded early education for two-, three- and four-year-old children and supports children with special educational needs and/or disabilities. The setting receives support from the local authority. The setting currently employs an area manager, a manager and five other staff, all of whom hold appropriate early years qualifications. Five staff hold a qualification at level 3, one at level 4 and one is qualified at level 5.

What the setting needs to do to improve further

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

- extend opportunities for child-initiated activities that will enable children to make choices based on their interests, so that their learning experiences are further enhanced and extended
- develop the snack and lunchtime experiences for children as a social occasion by ensuring staff sit with children and engage in meaningful conversation to support children's communication skills.

Inspection judgements

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

Staff have a good understanding of the seven areas of learning. They provide well-organised environments with interesting and stimulating experiences to support children to become engaged and motivated. However, there is scope to extend the use of child-initiated activities to enable children to make decisions and choices that follow their interests. Teaching is good and is based on secure knowledge and understanding of how children learn and develop. Children rehearse for the Christmas nativity that they will perform for parents. All children have a part to play and engage well in the rehearsal. Children not immediately required centre stage are supported effectively by a staff member in the book area. They watch the other children while singing and performing actions to the music being played on a compact disc waiting for their grand entrance. Observation, assessment and individual planning sheets for children are effective in ensuring children's next steps in their learning are identified. Parents are encouraged to

contribute home learning experiences and daily verbal communication through positive relationships, reinforces this message. Planning takes account of individual children's needs and interests, and ensures that progress in learning and development is tracked and monitored effectively.

Children's starting points are identified at the point of admission to the setting. Progress checks at age two are completed in partnership with parents and children's learning records in this age group are well established, taking into account the prime areas of learning. Positive relationships with parents are key to ensuring information provided, continually informs and develops children's learning and development. Children's communication and language is actively encouraged through discussions and appropriate, open-ended questioning. Key person, focus group activities support all children to sustain concentration and consolidate their learning. For example, children are encouraged to recall prior learning during a focus group time, relating to shape and number. Children count the legs of an octopus on a display board and the staff member asks 'How many does he have?' The child replies 'eight'. The staff member asks 'If it was a shape what would it be called?' One child says 'Hexagon, no pentagon'. The child who counted the legs says 'octagon'. Children can, therefore, connect their learning experiences and receive praise and encouragement appropriate to their level of understanding.

Children with special educational needs and/or disabilities receive well-targeted support to promote their progress. All staff recognise and appreciate individual children's special education needs and/or disability. The setting has strong partnerships with parents, support services and agencies to ensure that children's individual needs are met. They are kept informed of the child's progress through regular communication and summary reports detailing the child's developmental stage and the progress they are making. The setting places a high emphasis on community links. Close working relationships with the children's centre ensures that children's needs are met effectively and that all children are prepared for transitions and have the necessary skills to be ready for their move onto school.

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

The highly effective key person system helps children and parents to form secure relationships. This enables children to develop stable emotional attachments with all staff in the setting. The key person takes responsibility for children in their care and provides consistency and continuity of care for all children. Parents spoken to during the inspection, speak highly about staff and say that they are warm, friendly and approachable. They feel fully informed of their child's progress in learning and development and are happy with the setting. Snack time and lunchtime provide important opportunities for children to develop an understanding of healthy eating and practices. However, staff do not always sit down at the table with the children resulting in missed opportunities to promote social skills and communication and language skills. Children choose from a selection of fruit at snack time and are offered a choice of water or milk to drink. Children's behaviour is good and is well managed by staff. The use of positive reinforcement, praise and encouragement by staff, gives children clear messages and boundaries that promote a good understanding of differences and promotes respect for others. Children are supported to learn acceptable rules and boundaries. This promotes self-confidence and self-esteem and results in

positive behaviour management. Children are developing self-care skills as they are encouraged to independently put on their own coat when they go outside to play, which will help them to prepare for school.

Children have the opportunity for free-flow access to the indoor and outdoor environment that enables them to engage in physical play. For example, children play football and learn ball control skills. Younger children are supported to join in and take turns to pass the ball. Other children play alongside an enthusiastic staff member in a chasing game, they all get very out of breath and a discussion about exercise being good for you is developed. The environment is well laid out to ensure it is safe and hazard free. Daily risk assessments are completed both indoors and outdoors to maintain children's safety. The outdoor area is spacious and the setting have plans in place to further develop opportunities for children's learning. Simple words and numbers are displayed around the setting and opportunities to develop these skills are embraced by all staff. Children are supported in their learning and development by caring and committed staff, who communicate effectively as a team.

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

All staff have a good understanding of their responsibility in meeting the safeguarding and welfare requirements to keep children safe. They understand their responsibility to ensure children are protected and cared for in a safe and secure environment. Staff are deployed effectively and are vigilant in maintaining close supervision of children during arrival and departure times.

Risk assessments, policies and procedures are regularly reviewed and are implemented well. Staff work closely and proactively with partner agencies to ensure the safety and welfare needs of all children are maintained at all times. Safer recruitment procedures are effective and new staff are supported by a thorough induction process. An experienced mentor is allocated and staff are supported through comprehensive policies and procedures. Performance management processes support staff as they access a yearly appraisal, supervision every month and staff meetings both within the setting and the children's centre. Continuous professional development is supported through in-house training and external qualifications. For example, staff are accessing 'letters and sounds' training to enable them to support children's communication and language development more effectively. This is identified as a need through the Early Years Foundation Stage profile data for the locality.

The setting has completed a self-evaluation. The management of the setting has a clear vision for future development and this motivation and high expectation is shared and communicated by all staff. Clear focussed improvement plans set out priorities for the future and the setting have action plans in place to ensure this happens in a timely and efficient way. Staff support children with special educational needs and/or disabilities and their families. They work closely with other relevant professionals to provide specialist support on an individual basis. This ensures children's emerging needs are identified early and efficiently and appropriate interventions support their learning and development needs. The setting shares premises with a children's centre and links are being

strengthened to further support children and their families within the community.

Displays around the setting support parents and enable them to contribute to their children's learning and development. They can contribute 'speech bubbles' to the planning to identify learning that has taken place at home. Parents are encouraged to support children in self-registration on arrival at the setting and assist children to find their registration card with their photograph on and place it on their chosen coat peg. Observation, assessment and planning are a strength of the provision and educational programmes are thoroughly monitored by the manager and the area manager to ensure they are meeting the needs of all children attending the setting. The staff have secure knowledge of how children learn and different learning styles. As a result, children make good progress towards the early learning goals.

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	EY466401
Local authority	North East Lincolnshire
Inspection number	942741
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	36
Name of provider	Paul Chappill
Date of previous inspection	not applicable
Telephone number	01469514848

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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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