

SAYF childcare

SAYF Centre, 87-89 Cholmondeley Road, SALFORD, M6 8PU

Inspection date

Previous inspection date

13/02/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
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	3

The quality and standards of the early years provision

This provision requires improvement

- The key person system ensures that children receive relevant support and consistency of care. Practitioners are loving, sensitive and attentive to children's individual needs and know them well. As a result, children feel secure and are happy.
- Children enjoy a stimulating, well-resourced environment, which promotes learning and develops their confidence.
- Practitioners understand their role and responsibility with regard to safeguarding children. Clear procedures are known and understood by practitioners to ensure children's safety is maintained.

It is not yet good because

- There are inconsistencies in implementing the observation and assessment process, which is not fully embedded to support individual children's learning and development. This occasionally results in children's next steps in learning not being clearly identified to effectively support their learning and progress.
- The tracking system for monitoring the progress that different groups of children make is not long established and does not yet show how it is helping to improve progress for those groups.
- Arrangements are not fully established to encourage all parents to share information in relation to their children's learning and current systems do not fully reflect how the information is used to support children's skills, abilities and progress.

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 carried out observations on practitioners during adult-led and child-initiated opportunities throughout the session and viewed toys, equipment and resources.
- The inspector looked at children's assessment records and planning documentation and discussed these with practitioners.
- The inspector and manager took part in a joint observation of practice within the main playroom.
- The inspector took account of the views of parents and carers spoken to on the day and through information in questionnaires.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, safeguarding procedures, evidence of performance management and discussed the self-evaluation and improvement plan with the manager.

Inspector

Marina Anna Howarth

Full report

Information about the setting

SAYF childcare was registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in converted premises in Salford and is managed by the management committee of a registered charity. The setting serves the local area and is accessible to all children. It operates from one playroom and there is a large enclosed area available for outdoor play.

The setting opens Monday to Friday from 9.15am until 12.15pm, all year, with the exception of bank holidays and two weeks closure at Christmas. There are currently 22 children on roll. The setting provides funded early education for two-, three- and four-year-old children. There are a total of four members of childcare practitioners, including the manager. Of these, the deputy and manager hold appropriate early years qualifications at level 3. One practitioner holds an early years qualification at level 2 and is currently working towards level 3 and the remaining practitioner is currently working towards level 2. The setting is supported by a team of childcare volunteers who are working towards early years qualifications at level 2 and 3. The setting receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve practitioners' understanding of how to use ongoing observations and assessments of each child's progress and use this information more effectively to clearly identify the next steps in children's learning and plan for their individual learning needs.

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

- review the newly introduced system for monitoring the progress of different groups of children to evaluate and monitor its effectiveness
- find further ways of encouraging all parents to consistently share information in relation to their children's learning at home and use this shared knowledge to plan together and think through ideas of how to move children forward in their learning.

Inspection judgements

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

Practitioners demonstrate a sound understanding of how to engage and capture children's interests. Detailed information gathered from parents during the induction period, provides a secure baseline for practitioners to identify children's starting points and meet their individual needs. Parents are encouraged to share their observations of what their children do at home. For example, families are provided with opportunities to take home the setting's bear and record book, which enables practitioners to build on children's home based interests. However, there is limited evidence to demonstrate how information gathered from parents is used consistently to maximise on children's learning; as current systems are not fully established to effectively support children's achievements in the setting. Practitioners assess children's progress in their development. They conduct observations enabling them to identify what children can do and use the information gathered to reflect children's interests and support them in making further progress. For example, interest expressed in spiders' webs from children, are supported through outdoor play experiences. Practitioners encourage children to observe spiders' webs using magnifying glasses and provide opportunities for them to create their own by using a variety of mark-making resources. Practitioners encourage children to explore other creatures in the garden, which is incorporated into discussions, rhymes and stories. They hide a variety of plastic bugs around the room and children excitedly search for them, expressing their delight as each bug is found. Each child has their own learning journal, to illustrate the progress they make and to identify any gaps in achievement. However, these are still in their infancy and have not been fully used and developed. Therefore, assessments are not consistently rigorous as the current monitoring process is not fully embedded. This occasionally results in the next steps in learning not being clearly defined, as practitioners focus more on activities rather than how they can promote individual children's progress. As a result, there is currently limited evidence to determine what level of progress children are making and the effectiveness of monitoring over a period of time. Overall, children are working within the range of development expected for their age, but there is limited evidence to illustrate how any group falling behind their peers or below their expected achievements will be identified.

Teaching techniques are consistently secure. Overall, practitioners understand how to promote the learning and development of young children. They use adult-led and child-initiated activities appropriately to question and challenge children's thinking. For example, children are encouraged to follow their own ideas and thinking as they instinctively use plastic bowls as hats on their heads and engage in imaginative play. They create shops in the role play area where they engage in sorting and counting activities. They experiment with sand and water and are encouraged to observe the changes and different textures when they mix them together. Children's natural curiosity is promoted as they discover that they can use paper towels to absorb water. Practitioners skilfully promote children's learning as they demonstrate how to squeeze the water from the paper towels into a jug; developing children's early mathematical understanding as they discover the concept of 'empty,' 'full' and 'more.' All children are secure in communicating their needs and preferences. They engage in regular conversations during different activities, snack times

and care routines. Visual pictures are used to enhance their early language skills, along with an assortment of books. Practitioners skilfully talk to children and provide opportunities for them to talk with their peers and share their experiences. Children are actively encouraged to explain what they are doing and describe what they can see and hear, ensuring their language development is continually fostered.

Children of all ages are provided with lots of opportunities to mark make and develop their early writing skills. They are encouraged to use their fingers to create patterns in a variety of media, such as sand and paint. They eagerly help themselves to a variety of paper and writing tools, which they use around the environment in a range of activities, both indoors and outdoors. They access a well-resourced book area where they discover that print has meaning. They happily engage in story sessions with their peers and look at books together. They engage in singing a variety of songs as they enthusiastically explore natural materials, such as plastic bowls, tubes and metal tubs. They demonstrate how they can create a variety of sounds by shaking, banging, tapping and blowing and perform actions and sing songs with confidence. Children are provided with continual opportunities to enhance their physical development. They ride small push-along trucks both indoors and outdoors and push small pushchairs, which they skilfully demonstrate how they negotiate around objects. Children move their bodies in a variety of ways in large open spaces. Smaller movements are promoted through activities, such as filling and emptying containers with sand and water and gluing and using small tools. These help children to develop their hand and eye coordination skills, necessary for early writing. All of these activities ensure that children gain a range of skills in readiness for school when the time comes.

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

Children are welcomed by friendly, caring practitioners into a stimulating, nurturing environment, which supports their well-being and development. Low-level storage units contain a selection of good quality toys and resources, which are attractively displayed and labelled and located within easy reach. As a result, children of all ages enjoy exploring their surroundings and make independent choices. They demonstrate high levels of curiosity and express themselves creatively. For example, they enjoy playing with water and a selection of assorted coloured containers shaped in the form of letters and numbers. As they fill the containers with water, they develop their understanding of colours and number and letter recognition. They enthusiastically make splashes in the water and laugh excitedly as they wave their hands vigorously and watch the water drip from their fingers. Children of all ages are animated and confident to explore their environment from the moment they arrive. Large areas of space provide lots of opportunities for them to explore and enable them to reach items of interest, such as interactive toys. Children enthusiastically explore activity centres, mounted on the wall. They turn knobs, press buttons and discover that their actions produce different sounds and movement. Children enjoy engaging in role play activities in the home-corner, as they feed dolls, cook meals and play shops; enabling them to act out their experiences and use and develop their imagination. Communication friendly spaces provide quiet time to enable children to engage in discussion or concentrate on focused tasks. Throughout the session, children are able to choose whether they want to play indoors or outdoors. Consequently, those

children whose preference is for learning outdoors have opportunities to extend their skills in this area.

All children show a strong sense of belonging within the nursery. A key person is assigned during the induction period providing every child and family with the opportunity to have a 'special' relationship with one practitioner. This provides parents with a familiar person with whom they can discuss their child's care, which is tailored to meet their individual needs. For example, children are able to access their comforters when needed and practitioners demonstrate an in-depth knowledge of children in their care. As a result, consistency of care is maintained and newly settled children receive reassurance and comfort, developing their confidence and future skills for learning. Close bonds between practitioners and children are evident as they clearly enjoy cuddles and individual attention, which promotes their personal, social and emotional development and self-esteem. This provides a strong base, enabling children to become, confident and independent and receive reassurance and comfort from familiar adults, which effectively supports the transition from home to the setting. This results in children making a seamless transition in approaching new experiences or onto the next stage at school. All children are familiar and confident with their surroundings and enjoy the companionship and stimulation of being together. They learn to form good relationships and to play cooperatively from an early age. Practitioners are dedicated and committed to include all children and treat them with equal concern. They sensitively identify children in need of support and work closely with parents and other agencies to manage children's behaviour. Children understand the expectations of appropriate behaviour as practitioners act as positive role models and treat them with kindness and respect, offering simple age-appropriate explanations and defining clear boundaries. Children receive constructive praise and recognition for their achievements and display an eagerness to please. They demonstrate the ability to share and give consideration to their peers. For example, they play with dolls and pushchairs and assist each other in their role play, sharing resources and taking turns. They enthusiastically engage in discussions, sharing their home experiences and developing their listening skills. Children learn to appreciate different cultures and religions through participating in the celebration of a variety of festivals. They use toys that reflect diversity, enabling them to recognise and respect each other's differences.

All children are effectively encouraged to be independent as they are provided with opportunities to set the table, serve their own food and refreshments and tidy away after snack time. Even the youngest of children confidently put on aprons without assistance, before playing in the water. They are actively encouraged by practitioners to explore their environment and make choices. Children are encouraged to manage their personal needs, such as visiting the toilet, washing their hands and wiping their nose, enabling them to become familiar with personal hygiene routines. Daily opportunities are provided for children to engage in physical activities both indoors and outdoors. Children confidently climb; negotiate spaces by riding bicycles around obstacles and move their bodies in a variety of ways; demonstrating their jumping and running skills. Children are offered healthy choices at snack times, developing their understanding of healthy lifestyles. They learn about managing risks and staying safe as they access a variety of tools when playing with the dough or engaging in gardening activities where they grow a selection of fruit and vegetables; developing their understanding of where healthy foods come from. They

follow simple instructions as they are involved with fire safety drills. They calmly evacuate the building and form a line in the designated evacuation area, demonstrating their familiarity and understanding of procedures, further promoting their safety.

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

The management team display a clear understanding of the requirements of the Statutory framework of the Early Years Foundation Stage. There are comprehensive policies and procedures in place in relation to safeguarding children. All practitioners have attended safeguarding training, including apprentices. They are fully aware of the possible signs and symptoms of abuse and the relevant course of action to follow, in event of any child protection concerns arising. In addition, large displays illustrate the procedures to follow and include the relevant contact details. This effectively promotes children's welfare. Comprehensive risk assessments and safety procedures are effectively implemented, throughout the setting. This ensures that hazards are minimised, in order to reduce the risk of accidents to children. Children are kept safe and secure as half of the practitioner team are appropriately trained in first aid. Robust recruitment, induction and completion of checks pertaining to their suitability, ensures that practitioners are skilled and safe and that children are protected. Practitioners' ongoing suitability and performance is monitored through regular discussions, monthly supervision and appraisals. In addition, opportunities for them to attend a variety of training builds and enhances their childcare knowledge.

The management team fully understand their responsibilities in relation to meeting the learning and development requirements of the Early Years Foundation Stage. Although, the setting is in the early stages of opening and a new manager has been recently appointed, she has begun to implement strategies to encourage practitioners to reflect on their practice. Systems have been introduced to enable her to monitor the activities offered and the impact on children's learning. Questionnaires have recently been dispatched to incorporate the views of parents; children's views are sought through discussions and observations conducted by practitioners. The manager is aware of the importance of monitoring and evaluating the development of planning and assessment to ensure that all practitioners have an accurate understanding of children's skills, abilities and progress over time. However, the impact of monitoring is yet to be fully established. The drive for improvement is supported by a clear action plan, which clearly identifies priorities to develop all areas of practice. For example, although, the quality of teaching is consistently secure; the manager has identified that practitioners' understanding of how to plan for children's next steps in learning varies. Consequently, there are inconsistencies in assessments, which are not always accurate enough in identifying and planning for children's next steps in learning. As a result, systems are currently being introduced to support practitioners but are not fully embedded. For example, the manager spends time in the nursery and has introduced new monitoring formats. She is working closely with the local authority early years advisory team to provide practitioners with appropriate support and training; to ensure that monitoring is more concise and accurate and effectively supports children in making progress across all areas of learning.

Practitioners demonstrate a commitment to partnership working with parents and external

agencies. Daily verbal communication ensures that parents are kept fully informed of their child's day. In addition, daily written record sheets are completed for parents, which provide details of their child's routine and what activities they have engaged in. Photographs and samples of children's artwork are also readily available to illustrate the range of activities that children are actively involved in throughout their time at the setting. Parents speak highly of the service and the care their children receive. They report that they are pleased with the warm and friendly atmosphere the whole team provide. Partnerships are developing with local early years provisions and teachers of local schools to enable practitioners to support the transition process into school and share good practice.

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	EY465591
Local authority	Salford
Inspection number	934795
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	28
Number of children on roll	22
Name of provider	St Ambrose Young Families Project
Date of previous inspection	not applicable
Telephone number	0161 4254493

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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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