

# ABC Daycare & O-Zone Out of School Club

The Annex Building, Vicars Terrace, Allerton Bywater, CASTLEFORD, West Yorkshire, WF10 2DJ

<b>Inspection date</b>	13/02/2014
Previous inspection date	03/10/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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

- Children are engaged in their learning and constantly busy playing because staff plan well for their individual needs and interests.
- Children's imaginations are nurtured very well because staff know when to be involved in children's learning and when to allow them to develop their own ideas.
- The manager and committee clearly understand their roles and responsibilities. As a result, there is a clear focus to constantly drive improvement and support staff to develop their own professional development.
- Children are safeguarded well because all staff have recently attended several safeguarding courses and have whole heartedly embraced what they have learnt.
- Staff have created strong partnerships with parents. Consequently, parents feel extremely happy and confident leaving their children in the setting.

### It is not yet outstanding because

- At times opportunities for children to fully maximise and extend their mathematical knowledge are not always promoted.
- There is scope to further enhance the environment for babies in order for them to independently decide when to rest and relax.

## **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 children in the three base rooms and in the outdoor area.
- The inspector completed a joint observation with the manager of the setting.
- The inspector held discussions with the chair of the committee, manager, staff, children and two parents.
- A range of documents was inspected including observations, next steps and tracking of children's progress.
- The inspector checked evidence of staff suitability, training certificates, policies, procedures, risk assessments and the setting's self-evaluation documents.
- The inspector took into account the views of parents spoken to on the day, parent comments displayed in the setting and recent parent questionnaires.

## **Inspector**

Laura Hoyland

## Full report

### Information about the setting

ABC Daycare & O-Zone Out of School Club is owned and managed by Allerton Bywater Community Partnership. The setting opened in 2004 and operates from the Annex located in the grounds of Allerton Bywater Trust in Allerton Bywater, near Castleford. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting serves the local area and is accessible to all children. There is an area available for outdoor play.

The setting employs 16 members of childcare staff, of these, 15 hold appropriate early years qualifications at level 3 or above. The setting opens Monday to Friday all year round, except for one week at Christmas. Sessions are from 7.30am until 6pm and children attend for a variety of sessions. There are currently 108 children on roll, of these; 82 are within the early years age range. The setting provides funded early education for two-, three- and four-year-old children and supports a number of 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:

- nurture children's mathematical development further by ensuring all jigsaw pieces are available to enable children to complete puzzles
- enhance opportunities for babies to choose when to rest and relax by providing more soft furnishings that are easily accessible to them.

## Inspection judgements

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

The quality of teaching in the setting is good because staff have focussed on adapting the planning to ensure all children are individually planned for and activities meet children's needs. Consequently, children have a wide range of learning opportunities, are constantly engaged in play and making good progress in their development. Staff regularly observe children and link observations to the seven areas of learning. This means they can identify where children are in their development and quickly plan to close any emerging gaps and challenge children appropriately to support their progress. All children are treated as individuals and their unique characteristics are embraced. For example, all children speak basic words to children who have English as an additional language and are proud of the new vocabulary they have learnt. As a result, children with English as an additional

language are very well supported by staff and their peers and are making good progress from their starting points.

Children thoroughly enjoy their time in the setting. They play and learn through a wealth of opportunities and consequently are developing a wide range of skills. For example, younger children explore play dough with staff who teach them new words, such as, mould, stretch and squeeze. While older children develop their imaginations as they role play travelling on a train, stamping tickets and making refreshments for passengers. Staff skilfully interject in play, offering ideas for children to extend their learning but also know when to allow children to have space to develop their own ideas. As a result, children play for sustained periods of time and are therefore, developing skills to support their future learning. Staff regularly change the environment to ensure children are stimulated and challenged in their learning. Children are encouraged to freely choose what they would like to play with and this ensures that their interests are incorporated into their play. For instance, some children use scissors to cut out shapes and stick them onto paper, practising their cutting skills, while other children choose jigsaws to complete. However, some jigsaws have missing pieces and this means that children are unable to fully maximise their mathematical development and enjoyment of completing the puzzle.

Parents are extremely happy with the staff and setting because they feel very informed and involved in their child's learning. Parents are supported to complete observations of their children's learning at home and what their child has been doing at the weekends. Staff use these observations to inform the planning and continue to support children's individual interests. Parents are invited to consultation mornings twice a year, held on a Saturday. Staff discuss children's progress and talk through children's development files, which parents always have access to should they want to take them home to look at. Furthermore, parents are quick to praise the staff and how much their children love to attend the setting to play with their friends and learn.

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

Staff ensure that all children are assigned a key person when they start in the setting to make sure that they settle well and feel safe and secure. Staff support children through a four week settling-in period, where children's time in the setting is gradually lengthened until they are comfortable attending for longer periods. Consequently, all children are happy and content and have built positive relationships with staff. Staff follow children's individual routines and liaise daily with parents both verbally and using daily diaries for babies, recording what children have eaten and when they have slept. Older children are able to rest on the small sofa and staff set up beds after lunch for children to rest on. However, there are fewer opportunities and soft furnishings for babies to independently decide when to rest and relax.

Children behave exceptionally well because staff have created a variety of strategies to promote positive behaviour. For example, happy and sad faces are displayed in the baby room, which staff use when talking to the children. Throughout the toddler room and pre-school room more emotions are displayed and staff talk about how children feel during

regular circle times. This supports children to talk about their feelings and understand that their actions have consequences. Furthermore, children are learning how to keep themselves safe from harm. Regular fire drills help children to understand what to do in an emergency and regular outings are used to explain how to stay safe and look after each other when out of the setting. Consequently, children are learning how to risk assess dangers in the environment.

Children are learning to follow healthy lifestyles because staff promote healthy eating and exercise. Healthy and nutritious meals are provided by an outside catering company and transported to the setting daily. Staff check the temperature and follow appropriate health and safety practices to ensure food served hot. Staff have created healthy eating displays so that children can visually see a wide variety of fruit and vegetables. In addition, children access the outdoor area daily, where they use the painted markings on the playground floor to develop their physical skills. For example, children hop, skip and jump on the brightly coloured spots, taking turns and enjoying the fresh air.

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

All staff have a thorough understanding of their role and responsibilities to protect children from harm. Staff check visitor's identity and ensure that the premises are safe and secure to protect children from any unauthorised people entering. Following the last inspection where several actions were raised and monitoring visits undertaken. All staff have attended several safeguarding courses and clearly understand the signs and symptoms of abuse and who to report these to. In addition, staff clearly understand the information they have learnt during training courses and how to protect children well. The manager conducts regular safeguarding meetings, asks staff to update their knowledge with safeguarding quizzes and has clearly made safeguarding a high priority throughout all aspects of the setting. In addition, safe recruitment practices have been reviewed. All staff have been inducted and vetted to ensure they know their roles and responsibilities and are suitable to work with children. All new employees are subject to a rigorous recruitment procedure and not able to commence employment in the setting until suitable references and clear Disclosure and Barring Services checks have been returned. This means children are safeguarded well in the setting.

The manager has recruited and retained the current staff team for several years; this means staff are committed and loyal to the setting, working to continuously drive improvement. All staff have attended a wealth of training courses to further their knowledge and understanding of how children learn and develop. Consequently, the quality of teaching is good. The senior management team meet weekly to discuss planning, children's progress and the quality of teaching. Furthermore, the committee chair person meets with the manager to ensure the staff are delivering high quality care and education. A clear development plan has been used to develop the setting since the last inspection and all staff have a clear passion to continue to drive improvement.

Partnerships with parents are extremely strong. Parents completely trust the care and

learning staff provide for children. Parent's views are gathered and displayed in the setting using a parent comment tree and regular parent questionnaires are also distributed. The results of the questionnaires show parents have a high level of confidence in the staff and the setting. Staff have worked very closely with the local authority advisory team who have supported the staff team very well. Training courses and support following Ofsted monitoring visits means that the setting has made very good progress from their last inspection.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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

<b>Unique reference number</b>	EY289195
<b>Local authority</b>	Leeds
<b>Inspection number</b>	953045
<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>	59
<b>Number of children on roll</b>	108
<b>Name of provider</b>	Allerton Bywater Community Partnership
<b>Date of previous inspection</b>	03/10/2012
<b>Telephone number</b>	01977 559781

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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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