

Copmanthorpe Child Care Centre

Barons Crescent, Copmanthorpe, YORK, North Yorkshire, YO23 3YR

Inspection date

03/06/2014

Previous inspection date

15/09/2008

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

- Children make good progress in their learning and development because staff provide a wide range of opportunities and activities for children to become fully engrossed in.
- Staff have a comprehensive understanding of how to protect children. As a result, children are kept safe in the setting and their welfare is protected.
- Staff have created strong bonds with children. This means children feel safe, secure and are able to learn in an environment where they feel happy and confident.
- The manager has created a concise plan for continuous improvement. This shows a good commitment to developing the setting further for all children, parents and staff.
- Staff are supported well to develop their knowledge and understanding across a wide variety of childcare subjects. This is because the manager regularly sources training courses and holds meetings for staff to cascade their learning.
- Staff clearly respect all parents and work hard to gather their views and suggestions. Consequently, partnerships with parents are extremely strong.

It is not yet outstanding because

- There is scope to strengthen the tracking of children's development to ensure gaps in their learning are targeted rapidly.
- Opportunities for children to develop their independence at mealtimes are not always maximised.

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 in the two 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 manager, staff, special educational needs officer, two parents and children.
- A range of documents was inspected including observations, planning and tracking of children's progress.
- The inspector checked evidence of staff suitability, training certificates, policies, procedures, self-evaluation documents and records of meetings with other professionals.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Laura Hoyland

Full report

Information about the setting

Copmanthorpe Child Care Centre was registered in 1996 and is on the Early Years Register. It is situated in a mobile unit in the grounds of Copmanthorpe Recreation Centre near York and is privately owned and managed. The setting serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The setting employs nine members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The setting opens Monday to Friday all year round, except for two weeks at Christmas and bank holidays. Sessions are from 8am until 6pm and children attend for a variety of sessions. There are currently 65 children attending who are in the early years age group. The setting provides funded early education for 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:

- strengthen the already good assessment of children's progress by sharply focusing on any emerging gaps in order to rapidly close them
- enhance children's independence at mealtimes by allowing them to set the table and pour their own drinks.

Inspection judgements

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

The quality of teaching is good because staff know children well and how they like to learn. Staff ensure there is a wide variety of resources and activities available for children to choose from and enjoy both indoors and outdoors. For example, children enthusiastically work to scoop up the water from a large puddle outdoors after heavy rainfall. Staff use this experience to develop children's physical skills by providing vessels, such as plastic cups for children to transport the water. Staff also take into consideration extending children's mathematical knowledge as they count the scoops and support children to empty and fill their cups. Other children enthuse at creating fish pictures during a small group activity indoors. They stick fish to paper using glue and create happy and sad faces on their fish. Staff use this opportunity to talk about feelings and what makes children feel happy and grumpy. As staff are engaged with children for prolonged periods of time children remain focused on activities and their learning is embedded. This means they are all making good progress in all aspects of their learning and development.

Staff regularly observe children and link these observations to the different areas of learning. Staff confidently discuss children's stages of development and how they are

supporting them to achieve their next steps in learning. Regular progress checks are in place for all children and staff understand the importance of tracking children's progress in order to support children to reach their potential. However, some small gaps in children's learning are not always targeted rapidly. Although, children are all making good progress from their starting points and are developing the skills required for the next stage in their learning at school.

Staff working with babies clearly understand the prime areas of learning and how babies learn and develop. For instance, staff hold babies up to watch spinning mobiles and extend their learning by supporting them to focus on different items that they shake and rattle. Staff in the baby room have created a regular rhyme time, which is shared with parents. Staff focus on a rhyme and children thoroughly enjoy learning the actions. Parents make comments in the rhyme book, such as 'my child is learning a lot from song time' and 'the actions are practised and enjoyed at home'. This shows how learning is shared with parents effectively. In addition, parents are invited to regular parents' evenings to discuss their child's learning and progress. Parents speak very highly of the staff and that they feel very involved in their child's education.

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

Children are very settled and happy. They eagerly arrive and immediately submerge themselves in play. Parents are highly complimentary of the warm and welcoming staff describing them as 'a part of the family'. This is because staff get to know children and families very well from their initial visit to the setting. Settling-in visits are arranged and planned depending on children's individual needs. Parents are invited to stay at first to ensure children feel safe and secure. A key person is assigned to each child and staff understand the importance of creating strong bonds and attachments with children. As a result, all children and their families are settled and happy.

Children are developing healthy lifestyles because staff provide a wealth of activities outdoors daily. Wet weather suits are provided so that children can play in the rain and gain experiences during inclement weather. Children exercise through a variety of fun and exciting activities. For example, they complete obstacle courses developing their balancing, coordination and throwing skills. Furthermore, children eat a healthy and balanced diet. They sit together in groups and talk with their peers, which teaches children how to behave in social situations.

Children behave exceptionally well because they are aware of the rules and boundaries of the setting. They take on small responsibilities and are developing good levels of independence. For example, older children fasten their own coats for outdoor play and support the younger children who have not yet mastered the skill. Children are becoming independent at mealtimes as they self-serve their own vegetables. However, there is scope to further extend their independence by encouraging them to set the table and pour their own drinks.

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

Children are effectively safeguarded in the setting because staff have a good understanding of how to protect children from harm. They are aware of the different types of abuse and who the named safeguarding officer is. There is a robust recruitment procedure to ensure all staff are suitable to work with children. Furthermore, children are kept safe because regular risk assessments are carried out to identify hazards and minimise risks both indoors and outdoors. The premises are kept secure and all visitors are inducted on arrival to understand their role and responsibilities while on the premises.

Staff are very well supported by the management team. Regular supervision meetings mean that staff's training needs are quickly identified and the manager sources appropriate courses. At meetings staff share their learning from courses and they are all very enthusiastic about continuing their own professional development. The manager monitors the quality of teaching and meets with staff to check their weekly planning. In addition, the management team have created a concise improvement plan to keep driving the already good provision forward.

Partnership with other professionals is a real strength of the setting. Staff liaise with the local school teachers and take children to visit their prospective schools. Relationships with the local authority advisors have also been established and the management team feel supported by the local authority. Staff seek advice when necessary and know who to contact if they require specialist support for children's development. Furthermore, relationships with parents are extremely strong. Staff work hard to gather parents' views on the setting and fully include them in their child's day. Consequently, parents comments include 'I can't praise the setting enough' and 'staff are very accommodating'. This shows the high regard parents have for the staff and the setting.

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	321597
Local authority	York
Inspection number	877081
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32
Number of children on roll	65
Name of provider	Lynn Wilton and Terry Harland Partnership
Date of previous inspection	15/09/2008
Telephone number	01904 700875

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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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