

Derby Asians Women's Training Association

293 Normanton Road, DERBY, DE23 6UU

Inspection date	13/06/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Staff recognise the uniqueness of each child. The good key person system enhances relationships towards children and their families very effectively. Consequently, children develop a strong sense of security and trusting relationships.
- Staff plan activities considering children's interests and developmental needs, which means that children enjoy attending and make good progress in their learning.
- Children are safe at the setting because staff are vigilant in their supervision and implement vigorous safeguarding policies and procedures at all times.
- Management and staff work closely with parents and other professionals to meet children's individual needs effectively.

It is not yet outstanding because

- Staff do not always organise physical activities to maximise children's use of equipment throughout their time at the setting to further enhance their physical development.
- Occasionally children's play is interrupted to have snacks, which means they are not given sufficient time to pursue their learning or return to their previous activities to complete them to their satisfaction.

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 undertook a joint observation alongside the manager.
- The inspector observed children's activities both indoors and outside.
- The inspector spoke to staff, children and parents at appropriate times during the inspection.
- The inspector looked through children's assessment records, planning documentation, evidence of staff suitability and a range of other documentation.
- The inspector had a discussion with the nominated person and manager about the leadership and management of the setting, including safeguarding procedures.

Inspector

Janice Hughes

Full report

Information about the setting

Derby Asians Women's Training Association was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates within the Derby Asian Women's Centre, in Derby and is managed by Derby Asian Women's Training Association. The setting consists of four rooms, which all children use. There is an enclosed area available for outdoor play. The setting serves families from the local area and surrounding area. The setting is open Monday to Friday. The sessions run from 9am until 12noon and 12.30pm until 3.30pm, term time only. There are currently 12 children on roll, of whom all are within the early years age range. The setting provides funded early education for two-, three- and four-year-old children and supports children who speak English as an additional language. There are three members of staff, all of whom hold appropriate early years qualifications at level 3. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- provide even more opportunities throughout the setting, so that children can maximise their physical development, for example, by reviewing how and when the physical equipment is set out for optimum use

- devise an even better snack time, so that children's play is not always interrupted and enables them to pursue and revisit activities to complete them to their satisfaction.

Inspection judgements

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

Children are happy and are well motivated to learn in this welcoming and child-centred setting. Staff are enthusiastic and committed to their role and clearly enjoy working with the children and their families. Staff establish children's starting points on entry and monitor their progress regularly. Staff make continuous and accurate assessments of children's learning and development. They use the information gained from their observations to effectively extend children's learning based on their individual needs and interests. Planning is detailed, regularly monitored and evaluated to ensure learning intentions for each child are focused and challenging. Staff use national guidance to ensure that progress is being made across the seven areas of learning. Systems for completing the progress check for children between the ages of two and three years, along with ongoing assessments for all children, are applied. Children's progress is successfully monitored so that any gaps in learning are quickly identified and addressed.

As a result, all children make good progress in their learning given their starting points. Consequently, they are acquiring the necessary skills and attitudes for their next stage in their future learning. Parents are fully involved in their children's learning from the start. Verbal information is shared daily with parents to ensure they are well informed about their child's learning. Staff share ideas with parents to encourage further learning at home, which supports children's development.

Teaching is good and staff are positive and interact skilfully towards children. Staff understand the importance of allowing children to learn through exploration. For example, children explore the sound of rice as they pass it from container to container and fill cups to make shakers. They thoroughly enjoy themselves as they concentrate and paint their creations. Staff further support children to gain the confidence to develop their own thoughts and express their ideas through a wide range of activities they plan. Children develop their imagination as staff encourage them to use role play equipment and a variety of musical instruments to express their feelings. Staff foster communication and language well. They ask the children 'what?', 'where?' and 'why?' questions to encourage them to think, introduce new words to increase their vocabulary and hold purposeful conversations. These conversations enable children to share their views or to tell interesting facts and stories from home. For example, in a conversation, a group of children speak about their fathers while making Father's Day Cards. Children use good manipulative skills as they play. Staff enhance and support these skills well by providing opportunities for children to make marks using chalks outside, crayons to draw pictures and jigsaw puzzles and shape sorters to complete.

Children's physical development is supported generally well. Children learn to develop skills of climbing, balancing, moving on wheeled toys and dancing. However, there is scope to improve how and when physical sessions are organised to enable children to have maximum use of the equipment to further enhance their physical development. In addition, to extend children's preferences as to when they wish to engage in physical activities. Children have opportunities to be creative outside as they play in the water and sand. They dig and learn about growing flowers. Staff promote mathematics through everyday routine and activities, such as, singing songs, baking and sorting objects into categories. While staff planning for children's progress is good, there is a weakness in the way in which they plan some routine activities. Children become very involved and engaged in purposeful play, which promotes learning, but this is sometimes interrupted or stopped in order to move children from one area of the setting to another, to start new activities or have snacks. As a result, children stop pursuing their activities, so cannot finish these to their own satisfaction. Children who speak English as an additional language are catered for effectively. They are given frequent individual support from the staff who are all committed to developing their communication and language skills. For example, staff have created picture cards of items around the environment, such as 'toilet' and use common words from children's home language, such as 'hello' and 'goodbye'.

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

Children's well-being is fostered effectively and children develop a strong sense of belonging and security in this warm and nurturing setting. Key persons are familiar

towards children's individual needs and effectively provide emotional and practical support. All staff are caring and sensitive to children's needs and work closely with parents to ensure children's needs are met. Good consideration is given to settling-in procedures to ensure children easily separate from their parents, as they gradually increase the time they spend at the setting. Practitioners make sure that children follow a familiar routine and receive individual attention and reassurance. Children's confidence increases as they form close bonds with their key person and there are very good relationships between all staff and children. Behaviour is very good and even young children enjoy playing together and value each others company. They are praised by staff for their achievements and good behaviour so they know they are valued. The majority of the children attending the setting are two-years-old. There are, however, a few pre-school children and staff have sensitively liaised with local schools the children will attend to provide continuity of learning and care. Children are emotionally well prepared for the move to school because staff read stories and have discussions about what they can expect to do there.

Staff teach children to understand the basics of healthy lifestyles. They teach children about their body parts and how to wash themselves effectively. For example, staff create opportunities, such as bathing the dolls. Here, children talk about the dolls being 'nice and clean' and relate to their body parts as they dry the dolls. Children clearly enjoy eating healthy snacks which include a variety of fruit. They learn to be independent as staff support them to serve themselves to food and pour their own drinks. They access their own water throughout the day and manage their self-care routines well, such as washing hands. Younger children are helped by staff as they learn these routines. Children are active each day and are beginning to understand the importance of exercise.

Children's safety is given good attention and they play in a safe and secure environment. Staff are vigilant and they supervise the children well. All children regularly participate in emergency evacuation drills. This helps them understand what to do should they need to leave the setting quickly. Children's artwork is displayed throughout the setting, making them feel valued and acknowledged. There are parent information notice boards in the hallway for parents and carers, which help all children and their families have a sense of belonging. The effective deployment of staff ensures children are competently supervised during activities. The welcoming environment and the vast wealth of good quality resources contribute positively to children's sense of emotional well-being in the setting.

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

Management and staff have a very secure knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. The arrangements for safeguarding children in the setting are robust. The manager ensures staff have consistent opportunities to discuss safeguarding matters at team meetings. Therefore, staff have a well-developed understanding of child protection procedures and in turn children's welfare needs are promoted and met fully. Copies of policies and up-to-date information about safeguarding are displayed in rooms. Consequently, staff develop confidence about their responsibility to keep children safe. Rigorous recruitment and induction procedures ensure adults are suitable to work with children and ongoing suitability is regularly checked through

discussion. Staff conduct detailed risk assessments of the premises to ensure they are safe for children in play in, so that children are kept safe at all times. All records required for the smooth running of the setting and to meet the individual needs of children are available. The manager and team have a clear understanding of the learning and development requirements and review activities regularly. The manager checks planning and assessments to ensure children receive effective support and continue to make good progress.

Although the setting has only been open for a short time, the management team have worked extremely hard to develop robust methods for monitoring staff practice during teaching and learning activities. Consequently, opportunities are in place to enhance further the effective practice of promoting children's learning and development. There is a detailed programme of staff development with many opportunities to increase their knowledge about early years matters. Parents, children and staff contribute to the self-evaluation of the setting. Many compliments about staff are recorded in parents questionnaires. The provider consistently invites parents to suggest areas for improvement and their comments are sought regarding changes. The management have created a comprehensive action plan. Here, they have recognised the need to improve the outside area to incorporate all areas of learning to enhance children's overall development.

There are successful partnerships with parents who receive a wide range of information about the setting. A prospectus includes activities offered under the Early Years Foundation Stage to raise parents' awareness of what is taught. Copies of policies and information about the organisation of the setting are displayed on the parents' board. Through regular newsletters parents know about events and changes in the setting. Parents are highly satisfied with the service they receive and children's happiness in the setting. The management team work equally well with other professionals who offer support for the benefit of children. Currently, children do not attend other settings, although, the management team are clearly well-informed about the importance of sharing information to promote children's individual learning and development needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary 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	EY471750
Local authority	Derby, City of
Inspection number	948355
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	12
Name of provider	Derby Asian Womens Training Association
Date of previous inspection	not applicable
Telephone number	01332363179

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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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