

Osmaston Family Project

28-30 Varley Street, Allenton, Derby, Derbyshire, DE24 8DE

Inspection date	09/07/2014
Previous inspection date	14/12/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Teaching is good because all staff are skilful in promoting children's language skills, through the use of effective open-ended questions and positive interaction, during the wide range of activities offered.
- Staff make every effort to ensure that children are settled, safe and secure at the setting, this means children are happy and emotionally secure.
- Staff have a positive attitude to continually improving the setting and drive for improvement, which benefits parents and children who use the provision.
- The manager has a good knowledge of how to promote the health and safety of the children. She understands her responsibility towards safeguarding children, and has robust policies and procedures in place to protect children from harm.
- Partnerships with parents are strong, and staff communicate regularly to make this successful, which builds effective support for children.

It is not yet outstanding because

- Children's concentration is not always maximised during stories, because staff do not consider using props, such as story sacks, to increase children's enjoyment, listening and attention skills.
- Staff miss opportunities to extend children's all-round development outside because children only have short periods in this environment.

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 conducted a joint observation with the manager.
- The inspector took account of the views of children, parents and carers spoken to on the day.
- The inspector observed activities in the playroom and the outside learning environment.
- The inspector held meetings with the manager of the provision, and had discussions with other staff members about their roles and responsibilities, including safeguarding.
- The inspector looked at a range of documentation which included the safeguarding policy, children's learning records and the planning of activities.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.

Inspector

Janice Hughes

Full report

Information about the setting

Osmaston Family Project opened in 1996 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is run by NACRO and offers flying start for two year old children. It operates from one room within a converted house in Allenton, Derby. There is an enclosed outdoor play area. It serves families from the local and surrounding area. The setting is open each weekday. The sessions run from 9am to 12pm and 12.45pm to 3.45pm, term time only. There are currently 17 children on roll. The setting provides funded early education for two-, three- and four-year-old children. Children who speak English as an additional language attend. There are three members of staff, two of whom hold appropriate early years qualifications at level 3 and one who holds a relevant early years qualification at level 6. The setting receives support from a member of staff 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:

- focus further attention on maximising children's listening and attention skills during story sessions, by enriching their enjoyment and involvement through the use of props, such as puppets, story sacks or real objects
- strengthen outdoor play opportunities to further extend children's all-round development by providing more time in the outdoor environment.

Inspection judgements

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

Staff provide a happy and welcoming atmosphere where children enjoy learning. Staff teach children well and, as a result, children make good progress and are busy in their play. The observation and assessment system is thorough, and staff identify children's starting points through discussions with parents at the initial visits and the long observations completed in the child's first few weeks. This gives a clear foundation on which to plan for their future learning. Staff keep a record to identify if children are meeting their expected levels of development, so that early interventions can be accessed if needed. This ensures all children are making good progress in their learning. The progress check for children between the ages of two and three years is thorough, and ensures parents are fully informed of their child's progress. Parents are further involved and encouraged to take part in their child's learning. They make comments in children's learning journal records and discuss their children's achievements daily at collection times. Staff have a good understanding of how to promote children's learning, and take account of how they are developing by focussing on the characteristics of learning through their

observations. This enables staff to plan exciting and challenging activities that meet the children's individual needs. Children who speak English as an additional language are wholly included in this process, making good progress in all areas of learning given their starting points.

Teaching is good throughout the setting, and staff interact towards children in a sensitive and calming manner. They provide educational programmes that cover the seven areas of learning in depth, and provide stimulating and challenging experiences for children. They are thoroughly involved in children's play, and encourage communication and language skills well. They encourage children to talk about what they are doing and engage them in relaxed conversation. Staff help children to focus by gaining eye contact with them. Staff speak clearly and introduce the vocabulary children need, so they can express themselves, which is particularly important when supporting children learning English as an additional language. Children develop good concentration skills when they become engrossed in painting and completing floor jigsaw puzzles. They develop their hand-eye coordination well as they become increasingly skilled in making marks and pouring water from one container to another. Children happily share books, which they handle with care, turning pages in order and proudly pointing out pictures. Staff read children a wide range of stories, and encourage their interaction with what is happening through their positive questioning. However, at times some children are not fully engaged with the story. Alternative ways of promoting their involvement when listening to stories, such as using props to enhance story-telling, are not yet used. This impacts on how well children's communication and language skills are promoted to the very optimum.

Children love being outside, in the stimulating outdoors environment staff have created. They develop their physical skills well as they climb and balance on the climbing frame, learn peddling skills, as they ride on bicycles around the area, and throw and catch balls. In addition they hunt for mini-beasts and closely examine the strawberries they are growing, watering them carefully. Children explore the water and find out if toys sink or float, and they learn about volume as they fill containers to the top. Children become fully engaged and are motivated to initiate their own play as they move around the outside area with confidence. However, the time spent outside is short. This slightly limits the children's learning, especially for those children who thrive being outside. During play staff support children well in developing their mathematical skills. For example, staff count with children as they play. They support children with matching the objects to the correct size on the cards, which develops children's understanding of size, and they help children learn about shapes by recognising different shapes in the environment. Children are developing good information communication and technology skills. They are encouraged to use a variety of cause and effect toys and the computer. They use the computer competently to draw pictures, and they show great delight as they press the button to print off their picture. Children display pride in their work as they show staff and the inspector what they have created. In addition, children use electronic equipment, such as the music station. Children express their creativity by making sounds and dancing to different rhythms. They clearly enjoy themselves as they dance, shake musical instruments and sing popular songs.

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

The key person system is used effectively to promote children's emotional well-being. Staff are very positive in their interactions with children, at all times, and this helps them to feel emotionally secure. The settling in process is effective and supports children in building strong relationships with staff. Parents stay with their child for visits, and they are encouraged to leave their children for short periods until the child is content to be left for the full day. This process is flexible, in accordance with the child's and parents' needs. As a result, children are happy and settled, and parents spoken to say that the process works well. Parents are encouraged to share information at the initial visits, in order that appropriate care and education can be provided, to meet their child's needs effectively. For example, children's routines at home are fully discussed and an 'all about me' form is completed, which provides the key person with information about the child's starting points. Behaviour is managed very well in the setting, and staff use praise effectively to raise children's self-esteem to a high level. Staff use a large sand timer to encourage them to share the toys, and they are complimented when they share the computer with each other. Staff talk to children about how they need to play nicely with their friends, and that they should not push others because it will make them sad. They ask children to think about what will happen if they throw the stick outside and what the stick can be used for. This enables children to think about the effects their behaviour has on others and, therefore, promotes a more harmonious environment.

The setting is very bright and welcoming for children, and offers a stimulating environment to promote children's learning. There is low-level furniture, which is very sturdy and children can use with ease. There is an abundance of open shelving and easily accessible resources to enable children to make choices in their play and learning. There is a wide range of equipment, both indoors and outdoors, supporting children's curiosity and exploration very well. The playroom is large and gives good space for children to move around safely. Children's independence is promoted effectively. For example, they enjoy helping by using the small brushes to sweep up. They know to collect their hats to wear when they play outside. Staff ensure that children learn to take responsibility for keeping themselves safe. They remind them that they need to look at their feet when balancing outside, so that they do not fall off the climbing frame. Staff provide a set of electronic traffic lights to help to teach children about road safety. Children use these well and when riding the bicycles, they stop on red and let children cross, and do not move until the lights turn to green. This demonstrates that children are beginning to understand safety and how to manage risks appropriately.

The daily and frequent access to the outdoor play areas means that children are actively developing a healthy lifestyle, which has a positive impact for their future health. Routines for hand washing at appropriate times are embedded and staff are alert if children have used the toilet, reminding them to go back and wash their hands. A healthy and nutritional snack is provided, and staff take account of any food allergies children have to ensure their safety. At snack time children learn independent skills well as they put their bread in the toaster, spread their butter, help themselves to fruit and pour their own drink. They thoroughly enjoy snack time because it is a very social occasion with staff sitting with the children, encouraging conversation and good eating habits. Moves between the setting and other establishments, when necessary, are sensitively planned, so that the child is able to cope with the move both emotionally and physically. Staff talk to children about

what will happen so that they feel emotionally secure. The key person also sends a detailed summary of the child's achievement and care needs to the new setting, so that the individual care routine and learning can continue.

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

The management of the setting is strong and the staff team work effectively together. Management have a clear understanding of the Early Years Foundation Stage and their responsibilities. They implement effective policies and procedures, helping to ensure all requirements are met and the setting runs smoothly. Management use robust systems for the recruitment and employment of staff, and ensure that all adults who have regular contact with children have completed suitability checks. The manager takes lead responsibility for safeguarding, and has attended training to support her in this role. There are clear written policies, outlining the process to follow should concerns arise about the welfare of any child, or in case of an allegation against a member of staff. Staff undertake risk assessments to identify potential hazards, and appropriate safety precautions are in place. Management and staff place a clear emphasis on keeping children safe. The safety of the premises is checked daily, and there are clear arrangements for ensuring the premises are secure. Staff know what to do if there is an emergency, such as a fire or a child has an accident. Situations such as these are included in the staff induction, as well as during staff meetings and regular training.

Staff understand their responsibility to promote children's learning and development. They use their childcare qualifications well to plan and deliver a purposeful educational programme. Management monitor the children's progress through tracking systems, helping them to identify any gaps in children's learning. This enables staff to plan effective targets for children who need additional support and to quickly close the gaps. Consequently, all children make good progress from their starting points. Effective self-evaluation accurately identifies the strengths of the provision. The staff team meet regularly to discuss all aspects of the service and create action plans to prioritise improvements appropriately. There are good arrangements in place to support staff and to promote their professional development. This helps to ensure that children receive consistent care from experienced and suitable staff. Staff receive a comprehensive induction, which ensures they understand their role, and this is followed up with regular performance management. Consequently, children benefit from knowledgeable staff that care for them well and help them to make good progress in their learning.

Staff have experience of working effectively with other early years providers when children attend more than one setting. Staff obtain parental permission to share information about children's progress and future planning. This helps to provide cohesive and coordinated care. Management and staff work with other professionals to support any additional needs and provide continuity for children. Management work closely with the local authority to help them maintain continuous improvement and enhance outcomes for children. Management and staff develop positive relationships with parents. They involve them in children's learning and life at the setting. Parents receive clear information about the service, and have plenty of opportunities to speak with their child's key person. In

addition, management organise a range of informative meetings for parents so they can help support children's learning at home. Parent's feedback positively about the setting. They comment on how they appreciate the welcoming environment and how much their children like attending. They praise the staff, and feel that their children are happy and are progressing.

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	206145
Local authority	Derby, City of
Inspection number	871127
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	8
Name of provider	Nacro
Date of previous inspection	14/12/2010
Telephone number	01332 384414

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Type of provision

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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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