

# Childcare @ St Swithun's

St. Swithuns Community Centre, Arncliffe Road, WAKEFIELD, West Yorkshire, WF1 4RR

<b>Inspection date</b>	16/10/2014
Previous inspection date	01/05/2014

<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

- Focused planning that is informed by detailed observations and assessments, ensures that all children's learning needs are targeted, so that they make strong progress from their starting points.
- Parents have regular meetings with key persons to discuss their children's learning. Consequently, they are well informed about their children's next steps in learning and receive high levels of support to continue their learning at home.
- Safeguarding is central to the nursery's practice. Robust procedures are implemented fully to make certain children are kept safe at all times.
- The provider demonstrates a strong drive to improve. Targeted action plans are implemented, resulting in significant improvements in the nursery's practice. This benefits all the children, who attend.

### It is not yet outstanding because

- On occasions, staff do not perceptively listen to children. As a result, they sometimes miss opportunities to use open-ended questioning to explore children's knowledge and ideas in detail.
- The nursery does not always ask parents what their preferred method of communication is. Therefore, parents do not always access the wealth of information on offer to them to help support them with their child's nursery experience.

## 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 activities in the main playroom and the outside area.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the provider and the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

## Inspector

Nicola Dickinson

## Full report

### Information about the setting

Childcare @ St Swithun's was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises within St Swithun's Community Centre, in the Eastmoor area of Wakefield. It is one of a number of provisions run by St George Lupset Limited and is committee run. The nursery serves the local area and is accessible to all children. It operates from one room and there is an enclosed area available for outdoor play. The nursery employs four members of childcare staff. Of whom, three hold appropriate early years qualifications at level 2 and above. The nursery opens Monday to Friday, term time only. Opening hours are from 9am until 12 noon and 1pm until 4pm. Children attend for a variety of sessions. There are currently 17 children on roll, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds.

### What the setting needs to do to improve further

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

- encourage practitioners to listen perceptively to children to recognise when skilful questioning could be used to explore their knowledge and help them to share their ideas in detail
  
- ask parents what their preferred method of communication is, so that they regularly access the wealth of information on offer to them to help support their children's learning and care.

### Inspection judgements

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

Children thrive and are keen to learn in this welcoming, child-focused environment. Practitioners have a detailed knowledge of the Early Years Foundation Stage and a very good understanding of how children learn. Key persons gather information about children's starting points from parents when they start at the nursery. The information is used to make sure children's learning needs are targeted from the outset. For example, practitioners promote children's personal, social and emotional development by reading stories that help them to understand why they might feel sad or scared. Communication and language are promoted highly effectively by skilled practitioners, who use lots of physical gestures, facial expressions and sign language to support spoken language. As a result, children are developing the skills they will need for the next stage in their learning, which is usually nursery school.

Children make independent choices and initiate their own learning as they access a wide

range of resources that reflect the seven areas of learning. Key persons enhance children's development by taking advantage of spontaneous learning opportunities to capture their interest, such as using umbrellas to play out in the rain and singing songs about the weather. Children listen to favourite stories that are read by animated practitioners. They are encouraged to discuss the story and predict how it might end. This helps them to understand how stories are structured. On occasions, practitioners do not listen perceptively to children, so they sometimes miss opportunities to use questioning to help them to explore what they know even further. For example, they describe textures to children before they ask them what they feel like or they tell them about different letters instead of asking them if they recognise any more. As a result, they do not always explore children's knowledge fully to find out what they already know or encourage them to explore their own ideas completely.

Nevertheless, key persons are extremely competent. They complete learning records that give an accurate summary of children's progress over time, including the required progress check for those aged between two and three years. These show that all children are making strong progress from their starting points. The nursery has secure partnerships with other professionals, such as the portage service. This means that there is a shared approach, which has a positive impact on the progress children make. As a result, all children are well prepared for their next steps in learning. Key persons regularly share children's development records with parents. Also, parents are encouraged to add their comments. They also give parents suitable levels of support to promote children's learning at home. For example, they show them how to read with their children to continue their learning and how to extend their developing spoken language. The nursery shares information in various ways, including daily discussions, posting information on notice boards and termly newsletters. This ensures that parents are, overall, very well informed about all aspects of the provision. However, the nursery does not always ask parents what their preferred method of communication is. As a result, not all parents access the wealth of information on offer to them. This means that they miss opportunities to become more involved in their children's care and learning experiences.

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

There is a good focus on children's personal, social and emotional development. Children develop strong attachments to their key person and they demonstrate they are emotionally secure and happy in the nursery. Simple explanations develop their understanding of equality and diversity and therefore, they accept each other's differences and build strong peer relationships. Settling-in visits help children to become familiar with the nursery. Information is exchanged with parents about children's individual care needs to ensure these are met and care is consistent. Overall, partnerships with parents and outside agencies are very good. Practitioners are proactive in seeking specialist support if necessary and parents comment that they feel they are very well supported.

Children's behaviour is good. Practitioners teach them to understand how they feel and they learn to manage their own behaviour. Children receive clear explanations about including others in their play and they are encouraged to share, take turns and be kind to others. They enjoy lots of praise and encouragement from practitioners. This helps to

boost children's confidence and self-esteem. Children's work is displayed throughout the setting and they take part in simple tasks, such as tidying up. As a result, they learn to respect and value the environment and develop an awareness of responsibility within the setting. Resources are stored, so they are easily accessible and children make independent choices about where they want to play.

Transitions into the nursery and for the eventual move to school, are planned well to support children's emotional well-being. Established partnerships with outside agencies ensure detailed information is shared with relevant professionals. This ensures that the most vulnerable children are kept safe and protected. Children play in a safe and secure environment and they are taught how to keep themselves safe. For example, they learn how to use everyday tools safely as well as using their observational skills to assess hazards during their play. Practitioners help children to make healthy choices at snack time and talk to them about how healthy practices and exercise supports their health and well-being. Robust hygiene practices are in place and daily routines support children in developing their self-care skills. For example, they find their own coats and learn to use the toilet independently. These embedded practices means that children can attend to their own personal care needs when they move onto school.

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

Since the last inspection, where the provider received a number of actions to improve and a subsequent monitoring visit, progress has been made. As a result, the nursery has significantly improved to benefit the children, who attend. Staff are now deployed effectively, which means that children are supervised well. Departure and arrival times have been discussed with parents and new procedures are put in place to make sure these times are calm and well managed. This helps to ensure children are kept safe. Risk assessments are detailed and all practitioners are involved in identifying risks to children. They demonstrate in practice that they fully understand how to minimise hazards to children. The provider now ensures that all staff understand their role in keeping children safe. Induction of new practitioners and students includes a review of all policies and procedures and the manager conducts regular quizzes to make sure knowledge is kept up to date. All children are now assigned a key person when they enter the setting and parents are informed who their child's key person is and told about their role. This means that parents know who to share information with to make sure that children's care and well-being are maintained.

Robust recruitment and vetting procedures are implemented to ensure all practitioners are suitable for their role and that they have Disclosure and Barring Service checks in place. Ongoing suitability is supported through effective mentoring and supervision, which identifies any further training needs, leading to a knowledgeable team. Fire drills are completed regularly and there is a sufficient number of practitioners, who are qualified in first aid. This means children's well-being is fully promoted. Documents record children's attendance and show that ratios are met at all times. All visitors' identification is checked and the premises are secure, which means that there is no unauthorised entry. Any accidents involving children, existing injuries and any medication administered to them are

all recorded. There are clear procedures in place for reporting concerns about children, adults or the operation of the setting. Practitioners have a thorough knowledge of the possible signs and symptoms of abuse and the provider has a clear understanding of when to report significant events. A robust safeguarding policy is in place that includes the use of cameras and mobile telephones in the setting. This is shared with parents, so that they understand the procedures in place to keep their children safe.

The provider has worked closely with the local authority, other professionals, the board of trustees and parents in the drive for improvement in the nursery. This means that the nursery has a clear action plan that identifies strengths and weaknesses. The management team are keen to improve the skills of all practitioners and they ensure regular training is completed to enhance their knowledge and skills. For example, all practitioners are now able to use sign language to help children communicate. The nursery is developing effective methods for monitoring the quality of teaching and the provider evaluates the effectiveness of the educational programmes to ensure children make good progress. Partnerships with parents are strong and detailed information is shared on a daily basis to ensure children receive continuity in their care and learning. Consequently, children are well supported.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY459409
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	978582
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	36
<b>Number of children on roll</b>	17
<b>Name of provider</b>	St George's Lupset Ltd
<b>Date of previous inspection</b>	01/05/2014
<b>Telephone number</b>	01924361212 Ext 240

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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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