

Sinfin Community Childcare

Sheridan Street, Sinfin, Derby, Derbyshire, DE24 9HG



Inspection date

27 June 2017

Previous inspection date

23 April 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Some records are not sufficiently detailed or maintained to effectively monitor children's safety and well-being.
- The assessment of children's progress is not always accurate.
- Learning intentions within planning do not always focus on the next steps in children's learning.
- Communication with parents is inconsistent. This leads to uncertainty for some parents, in respect of who their child's key person is. It also restricts parents' involvement with their child's learning and progress.
- Management systems used to monitor the children's progress and to develop the quality of teaching are not yet effective.

It has the following strengths

- Newly recruited leaders and managers evaluate the provision effectively, to identify improvements required to raise standards. They have a determined approach towards making these changes, albeit they are at an early stage.
- Children behave well and enjoy learning. Staff help children to understand about appropriate behaviour and how to keep themselves safe.
- Staff listen to what children say and use careful questioning, which encourages children to reflect on their thoughts and experiences, and convey these to others.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ ensure that the records of medicines administered to a child, include instruction for the dosage to be given and the actual dosage administered (Medicines) 	07/07/2017
<ul style="list-style-type: none"> ■ ensure that risk assessment records are updated to identify aspects of the environment that need to be checked on a regular basis and how the risk will be removed or minimised, with particular regard to the free-standing sand trays (Risk assessment) 	07/07/2017
<ul style="list-style-type: none"> ■ ensure that assessment of children’s progress accurately identifies what they can already do, and that this information is used to effectively plan for the next steps in their learning and development (Assessment) 	27/11/2017
<ul style="list-style-type: none"> ■ ensure that children’s next steps are used to inform planning to provide interesting and challenging experiences to facilitate children's learning (Planning) 	27/11/2017

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

- further develop communication with parents so that all parents understand who their child's key person is, and involve parents more in their child's learning and progress
- further develop management systems for monitoring and developing the quality of teaching and children’s learning.

Inspection activities

- The inspector had a tour of the indoor and outdoor areas of the premises.
- The inspector held meetings with the managers and had discussions with staff.
- The inspector conducted a joint observation with the manager.
- The inspector had discussions with parents and took account of their views for the inspection.
- The inspector looked at various policies and records, including those for safeguarding, staff recruitment, accidents, medication, staff supervision, and risk assessment.
- The inspector observed children's activities and looked at the systems for children's learning and development.

Inspector

Mark Evans

Inspection findings

Effectiveness of the leadership and management requires improvement

Recent changes to the leadership and management team have had a positive impact. They have a clear understanding of the strengths and areas for improvement for the provision. For example, they have introduced new systems to monitor and develop the quality of teaching. Staff complete qualifications and training to improve the quality of care and teaching. The arrangements for safeguarding are effective. Staff understand about child protection and the procedures to follow if they have a concern about a child. The manager takes decisive action with safeguarding concerns and keeps detailed records to support any action taken. However, risk assessment and medication records are not always up-to-date or sufficiently detailed. As a consequence, children's well-being is compromised. Recruitment procedures are secure, which ensures staff are suitable to work with children. Regular changes to the staff working at the setting have impacted negatively on the effectiveness of communication with parents.

Quality of teaching, learning and assessment requires improvement

The learning environment is well-organised. Children show interest and confidence with mathematics. They recognise that two separate numerals put side-by-side will represent a different numeral. For example, a child held up two numerals, a one and a zero, and said 'look, this is 10'. Children think of a number, and then they tap a percussion instrument, giving a simple rhythm to count up to this number. Children listen to stories well and are able recall the narrative. Staff read with enthusiasm. They ask open questions about the story and give time for the children to process their thoughts and share them. Inconsistencies in the accuracy of assessment and identification of children's next steps impacts on the effectiveness of planning for children's learning. However, staff engage well with the children when supporting their learning.

Personal development, behaviour and welfare require improvement

Children are able to play freely between indoors and outdoors. This allows them to follow their interests and experience the natural elements of the outdoor environment. Children enjoy healthy snack foods, such as fruit. Parents comment on how their child's liking for healthy foods has improved. Staff use sensitive contact, vocal tones and facial expressions to enhance secure relationships with babies. They also exchange useful daily information to support continuity of care for these younger children. Staff help children to understand the consequences of unsuitable behaviour. Older children behave well and enjoy playing cooperatively when involved in group activities.

Outcomes for children require improvement

Many children are reaching typical levels of development for their age. A focus on supporting children's learning helps children's progress. However, some children are not making better progress because staff do not always correctly identify their levels of achievement. Assessment is not yet used to monitor how various groups of children are progressing. Children are encouraged to develop the independence skills they will need for school. They make marks and practice writing. For example, using pencils and paper within role play.

Setting details

Unique reference number	EY279508
Local authority	Derby, City of
Inspection number	1080064
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	70
Number of children on roll	104
Name of registered person	Sinfin Community Childcare
Registered person unique reference number	RP523510
Date of previous inspection	23 April 2013
Telephone number	01332 770167

Sinfin Community Childcare was registered in 2004. It is situated in the Community Enterprise Centre in Sinfin, Derby in Derbyshire. The nursery opens Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 6.00pm. The nursery provides funded early education for two-, three-, and four-year-old children. The nursery employs 17 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and four hold level 2 qualifications.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

