

Patchwork Private Children's Daycare

Inspection report for early years provision

Unique Reference Number	EY346121
Inspection date	23 July 2007
Inspector	Linda Cook
Setting Address	The Haven, Skates Lane, Sutton-on-the-Forest, YORK, YO61 1HB
Telephone number	01347 811655
E-mail	admin@patchworkchildren.com
Registered person	Patchwork (York) Limited
Type of inspection	Integrated
Type of care	Full day care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Patchwork Private Children's Daycare was registered for full day care in 2007. The provision is owned by a private limited company. They are based in detached converted premises, situated in the village of Sutton-on-the-Forest near York. They employ two permanent members of staff who are suitably qualified. The setting is registered for a maximum of 20 children from two to under eight years of age and there are currently 23 children on roll. The setting provides funded nursery education places and out of school care is also provided for a small number of children up to the age of eleven. The nursery opens Monday to Friday 08.00 to 18.00 and is closed for bank holidays. They welcome children with learning difficulties or disabilities and they receive the support of the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have the benefit of very healthy snacks and meals. They are offered a good variety of fruit and vegetables throughout the day. Children's health and dietary needs are successfully met as practitioners conscientiously record children's dietary needs and work closely with parents to cater for allergies, cultural and religious requirements. Children are able to help themselves to easily accessible drinking water throughout the day. They learn about the benefits of a healthy diet through discussions with staff, related activities, for example, going to pick fruit for lunch and helping to wash and prepare it, and growing tomatoes.

Children thrive because practitioners follow highly effective procedures and practices, which meet the children's nutritional, physical and health needs. They stay healthy because practitioners are able to implement the current and appropriate environmental health and hygiene guidelines. The children benefit from premises that are very clean and welcoming. The exceptional adult support and guidance helps children gain an excellent understanding of hygiene and a real desire to become increasingly independent in their personal care. There is a fully stocked first aid box and staff take a second first aid kit when they take children on trips out. Two practitioners have first aid certificates which ensures any children with minor injuries are treated appropriately. Systems are in place to ensure children on long term medication and with additional health needs are well catered for, and the treatment they receive is well documented.

Children are able to play outside in the secure and safe area, where they enjoy developing hand-eye coordination skills. They explore, test and develop physical control in stimulating daily indoor and outdoor experiences. Practitioners' excellent understanding of each child's stage of development means the children are confident to try out new skills, ask for help when needed and set their own limits within a safe environment. Practitioners have an expert knowledge of the Foundation Stage and plan interesting and stimulating activities to ensure children learn and explore through a wide variety of outdoor play opportunities. Children move freely and confidently from the indoor to the outdoor area whenever they choose. The owner has a clear vision for future developments in the outdoor area which includes expanding children's opportunities to garden. The older children who attend before and after school enjoy access to the larger grounds where they follow strict safety rules as they use the trampoline and build dens.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children and their parents feel very welcome and comfortable in the superbly designed and well decorated premises, which are maintained to a high standard. Rooms are maintained at the optimum temperature to ensure children's comfort. The layout of the building meets the children's needs extremely well as the areas are set out carefully, helping to promote a range of children's skills and independence. The three main rooms are divided into areas to ensure children experience a balanced range of resources. Excellent cloakroom, kitchen and office facilities contribute to the smooth running of the premises.

The setting is very well equipped to promote all areas of learning. Resources are of good quality and well maintained. Toys and materials are extremely well organised and easily accessible to

the children. They are clearly labelled, helping children to identify resources and associate print with meaning. There are effective systems in place for checking resources, thereby ensuring they are safe and suitable for the children's use. Toys and equipment in the out of school room meet the children's needs ensuring they can rest or be active according to their needs and interests.

Risks of accidental injury to children are minimised because practitioners are vigilant in reducing potential hazards. Children are safeguarded as the setting is secure and entry is gained through the use of a bell. Practitioners complete thorough risk assessments to monitor the safety of the premises both indoors and outdoors. Children are cared for by adults who are vetted and a record of visitors is maintained. Children learn to keep themselves safe as staff offer age appropriate explanations as to the reasons behind the behaviour boundaries that are in place and provide regular opportunities for children to practise the fire drill.

Children are well protected as practitioners have a good knowledge of the Local Safeguarding Children Board's guidance, and are clear that their main concern is the welfare of each child. They have systems and documentation in place for dealing with concerns and making appropriate referrals to other agencies. The clear child protection policy is made available to parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children feel safe, secure and happy in the setting. The positive relationships developed with practitioners ensure an environment is created where the children thrive. This increases the children's sense of trust and helps them develop a strong sense of self. Good quality adult-child interaction develops the children's confidence and self-esteem.

Practitioners confidently follow the 'Birth to three matters' guidance and the Foundation Stage curriculum to provide the children with high quality care and education. Practitioners are very sensitive towards children's needs and recognise the uniqueness of each child. There are highly effective planning and assessment systems in place to ensure the learning programme matches the needs of the individual children. The children experience highly stimulating activities that are skilfully planned to be suitable for their age and interest levels.

Young children become engrossed in sensory play with different materials, such as fabric, feathers, plastics, wood, metal and a great variety of junk modelling materials. They are animated and enthusiastic in their play, and giggle and squeal with enjoyment as the bear they discovered on the bear hunt chases them back indoors. Children benefit greatly from being able to access the outdoor area independently throughout the day. While there is a wealth of learning opportunities for children outdoors there are on-going plans to develop the area and provide a garden for children to grow a variety of fruit and vegetables.

Young children are extremely well supported in their development and are appropriately stimulated. Imaginative play is encouraged and they pretend to be caterpillars; using scarves, they emerge from their cocoons and use their wings to fly as butterflies. Sensory experiences are a natural part of the day and practitioners plan exciting and valuable experiences indoors and out of doors to enhance learning in this area. For example, they explore the texture of foam outdoors and watch what happens to it when the rain falls. Practitioners are flexible and spontaneous and take full advantage of all opportunities for development to ensure that children get the most from their time at the setting. For example, older children who attend after school enjoy using a variety of materials to build dens in the larger outdoor area. During

holiday periods activities to appeal to all children are organised such as t-shirt printing and dance sessions. School-age children are able to be active or enjoy more restful pastimes according to their individual needs and interests.

Nursery Education.

Children enthusiastically enjoy all that they do and are engaged at all times. There is a wealth of opportunities for independent learning throughout the sessions. For example, children can choose from a range of high quality equipment like construction toys, role play and imaginative toys, computers, books, writing, art and craft equipment and musical instruments.

Children show a high level of independence as they put on their shoes, help themselves to drinks and use the toilets with little adult support. They can move freely and independently between the indoor and outdoor area throughout the day. During the activities, the level of concentration demonstrated is very good and this continues when they help to tidy up. The behaviour displayed is very good and children listen and follow simple instructions well. Children are encouraged to talk about their feelings and express how they feel; they have completed self portraits and these are displayed. Children's personal, social and emotional development is excellent due to the commitment of practitioners to meeting the needs of the children.

Children are beginning to recognise their own name; they talk about the initial letters of their name or of different words. There is a well stocked mark making area where children sit independently writing notes and invitations. The role play area is well resourced where children can develop their literacy and mathematical skills, and enjoy innovative ideas, such as writing letters and taking them to the post office to send to their home. Books are shared with practitioners, for example, children listen to stories, such as the hungry caterpillar and the lighthouse story and then complete related activities, such as using junk modelling materials to build a lighthouse. Practitioners provide excellent support for individuals; they give one to one support when required, enabling all children to be involved and included in activities provided.

Children show confidence as they count the number of tomatoes on the plant they have grown, and they begin to show an understanding of simple problem solving as they complete number rhymes. Children concentrate when exploring capacity and enjoy pouring from one container to another. They recognise and name simple shapes and colours. This is demonstrated when they choose pre-cut shapes to arrange to make a sun flower and when tidying up the tools and equipment.

Children learn to explore, investigate and look at changes as they monitor the growth of plants and the development of stick insects and African snails. They develop a clear sense of time as they discuss what they have been doing at home, where they have been or when they will be going to school.

The children show a good awareness of space as they negotiate the outdoor area using wheeled vehicles. They balance and climb and have opportunities to develop physically through the outdoor and indoor activities on offer. They have the benefit of a wide range of tools including, cutlery, pencils, crayons, paint brushes, shakers, glue spreaders and scissors; this enables them to develop their physical skills and hand-eye coordination to a good level.

Children express their own ideas confidently in creative work using a variety of media and texture. For example, when they add sand to paint, use glitter paints or apply watercolours over wax crayons. Children have excellent chances to explore sound incorporated into the daily

routines. They have access to various instruments and joyfully join in with an increasing range of children's songs .

The quality of teaching and learning is good. Practitioners have an excellent knowledge of the early learning goals which is reflected in their planning and teaching. Their skilful approach in promoting positive relationships and developing children's self-esteem plays a major part in facilitating children's good progress in all areas of learning. Throughout the session, children's efforts and achievements are celebrated as they are praised continually. Resources are used effectively to support a wide range of activities which are interesting and fun.

Practitioners have a clear knowledge of children's capabilities. They establish children's starting points at the beginning of the Foundation Stage. Ongoing observation and assessment of children's learning is effectively used to inform planning, ensuring all children successfully build on what they know and can do.

Helping children make a positive contribution

The provision is good.

Children are learning to work harmoniously with others as practitioners effectively support them in sharing and taking turns. They are learning to make decisions as they choose from a wide range of resources and activities. The resources reflect equal opportunities, successfully helping children to become aware of a wider society. For example, through the range of books, dolls, dressing up clothes. There are positive images displayed around the rooms and the setting actively and successfully celebrates festivals from children's own culture and that of others. Older children come to the setting before and after school and in the holidays and they are encouraged to mix with the younger children and support them. This further fosters a sense of community.

Children are well cared for by practitioners who work very well with parents to meet children's individual needs and ensure they are included fully in the life of the setting. Practitioners demonstrate a secure awareness of equal opportunities and systems are in place to ensure children with learning difficulties or disabilities are fully included and their needs catered for. All children are warmly welcomed into the setting providing them with a sense of belonging. Their work is beautifully displayed around the room promoting their self-esteem and respect for others.

Children are very well behaved. They respond well to the positive behaviour management strategies employed by the practitioners. The children receive constant praise and encouragement for all their achievements great and small. Practitioners are good role models who remain calm and positive at all times and use consistent strategies to promote acceptable behaviour. The setting uses stamps as a system of reward for achievements and good behaviour. The children are very proud of the stamps they have earned and this system develops good self-esteem.

The partnership with parents and carers is good. Parents receive a high level of quality information about the educational provision through the information displayed in each room and regular newsletters. They are informed of their children's progress as they are free to see their child's record of achievement folder and talk to practitioners. Parents are effectively involved in their children's learning as they enjoy activities suggested in the letters sent home, detailing the theme of the setting and suggesting further activities to complete at home. Parents' observations of their children's achievements are welcomed and included in the

children's assessment files. Practitioners make good use of information requested on admission to meet children's care needs and, as part of the settling-in policy, parents are welcome to stay as their child is being settled. Parents who contributed to the inspection process stated they are very pleased with the quality of care provided.

Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

The indoor and outdoor space is organised very effectively to maximise play opportunities for children. The children are well protected and cared for by practitioners with an excellent knowledge and understanding of child development. Records are meticulously maintained, stored to ensure confidentiality and are easily accessible. A clear operational plan and staff manual ensures practitioners are very clear about their roles and responsibilities, enabling them to provide the children with a secure environment and continuity of care. A comprehensive range of clear policies and procedures which are regularly reviewed underpin the good quality of care provided. However, there is no system of self-appraisal in place to monitor the effectiveness of the care and education the children receive.

The leadership and management is good. Children benefit from the strong management of the setting. Practitioners receive clear and positive direction from the owner. Their roles are well defined and they work effectively together to promote children's learning. There is a high level of commitment to providing a high quality service and to the continued development of the setting. There is a positive approach to personal development. Practitioners are committed and eager to extend and update their knowledge; this is demonstrated through a commitment to attending on-going training, identified through a staff development and appraisal system. This has a positive impact on the quality of children's learning.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- continue to develop the play and learning opportunities in the outdoor play area as identified in the setting's development plans (also applies to nursery education)
- implement a system of self-evaluation to monitor the effectiveness of the care and education provided (also applies to the nursery education).

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- make improvements as indicated in the care section above.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk