

Carey Childcare Centre

Inspection report for early years provision

Unique Reference Number	309256
Inspection date	03 September 2007
Inspector	Susan Janet Lee
Setting Address	Pole Street, Preston, Lancashire, PR1 1DX
Telephone number	01772 201 867
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Registered person	Carey Child Care Centre
Type of inspection	Integrated
Type of care	Full day 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Carey Childcare Centre was registered in 1992. It operates from a church hall in the centre of Preston. The setting is run by a committee.

The nursery is open Monday to Friday from 08.00 to 17.30. Children are grouped according to age and stage of development in three playrooms. They also have access to a hall which is used for meals and physical play. There is an office, a kitchen and an outside play area. The setting is registered to provide care for a maximum of 40 children at any one time. There are currently 17 children on roll. Of these, 12 children receive funding for nursery education. The nursery currently supports a number of children with learning difficulties and disabilities and also a number of children who speak English as an additional language.

The provision employs 12 staff. All staff hold an appropriate early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children are cared for in a well maintained environment. They stay healthy as staff exercise good hygiene practices to minimise the risk of cross infection. The children develop an awareness of personal care routines through daily routines, discussion with staff and planned activities. For example, a dentist recently visited the setting to talk to the children about oral hygiene. Well stocked first aid boxes are located in each room and ensure that accidents can be dealt with quickly and effectively. The written sick children's policy ensures appropriate measures are in place when children are ill.

Children's dietary needs are successfully met as staff gather information from parents about their children's dietary requirements and take this information into account when planning meals and snacks. The children are well nourished and develop an awareness of healthy eating as the setting provides snacks and meals that are wholesome and well balanced. They include wholemeal toast, fresh fruit and vegetables and rice and pasta dishes, helping to aid children's growth and development. Meal times are relaxed, social occasions. The children are able to eat at their own pace and staff sit with them and chat to them about their weekend at home.

Babies benefit from routines that are consistent to their routines at home as staff follow their individual meal and sleep routines, providing a secure and familiar environment. They benefit from lots of positive physical contact, eye contact and interaction during personal care routines. Staff sit in comfortable chairs and nurse babies as they bottle feed. Babies are able to move around freely to practise their large physical skills, such as sitting, crawling and walking. The children have lots of opportunities to play outside in the fresh air and exercise in the hall. Staff support toddlers on the slide and in walking over ramps and balancing beams. They enjoy imaginative play outdoors as they transport stones in a wheelbarrow and play with large dumper trucks. Children in receipt of nursery education move around freely and with pleasure. They negotiate space appropriately and show respect for other children's personal space. The children move their bodies to create intended movements.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a warm, welcoming environment. They have lots of room to move around and to extend their play. Children's artwork, posters and information for parents is displayed and this makes the environment bright, stimulating and informative for the children, parents and visitors. There is a good selection of equipment and furniture available allowing babies and older children to play, rest and eat in comfort.

Comprehensive risk assessments are in place. Staff practise the evacuation procedure with the children on a regular basis so that the children develop an awareness of what to do in the event of an emergency, such as a fire. However, the fire evacuation procedure and fire exit signs are not displayed in all appropriate areas and this compromises fire safety. Staff supervise the children well enabling them to play safely and independently. They encourage children's understanding in keeping themselves safe through age-appropriate explanation, daily routines and play activities. Older children practise some safety measures without direction. For example, they know they need to line up at the door when leaving the hall.

All required documentation is in place and staff have a good understanding of child protection matters and procedures, helping to safeguard children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

The setting's daily routine promotes children's needs and welfare. All staff working with children aged from birth to three have attended training in relation to the 'Birth to three matters' framework. They plan a range of activities to help the children develop their skills. Staff observe children at play and record informative observations that are linked to the aspects of the framework. They use this information to plan future play activities and practical support and also to chart children's developmental progress in a developmental achievement record.

The effective key worker system enables the staff to get to know the children well. They share warm relationships with the children, who are happy and settled in their care. Staff support the children well in their play and exploration and interact with them at every opportunity.

There is a good range of resources available in the internal environment to meet children's needs. Toys are stored at child height allowing the children to initiate their own ideas, extend their play and develop their choice and independence. However, the outdoor play equipment is limited and does not present sufficient challenge for the older children.

Babies enjoy being together. They have access to a range of natural and man-made resources that are colourful, tactile and make noises, helping to develop their sensory exploration. Babies begin to make connections as they explore resources supported by staff, who sit at the same level as the children as they play. Older children have access to a wide range of age-appropriate and stimulating resources and experiences and they are happily engaged and occupied. The children enjoy being creative as they make collage pictures using a wide variety of creative materials. They explore flour and sand using their hands, spoons and containers.

Nursery education.

The quality of teaching and learning is satisfactory. All staff are qualified and have an understanding of the Foundation Stage. They plan and provide a range of activities and experiences to help the children make satisfactory progress towards the early learning goals. Appropriate systems are in place with regard to planning and assessment. Staff observe the children at play and use this information to chart their developmental progress and to plan the next steps of learning. However, the next steps of learning are planned for the whole group of children and not for individual children. Staff set up the playroom to look interesting and inviting to the children. Continuous areas of provision are well resourced and labelled. Staff welcome children warmly and individually. They prepare well for focussed activities and interact with the children to engage their interest. Staff are calm, patient and sensitive.

Staff dedicate much time to children's personal, social and emotional development. The children separate from their carer with ease and display high levels of involvement in their chosen activities. They clearly feel safe and secure and form strong friendships with other children and make attachments with staff. The children are confident to express their needs. A child asks staff for help putting on an apron. They develop good self-help skills as they independently use the bathroom, put on aprons and pour their own drinks. The children use language to explain what they are doing, to connect ideas and to anticipate what will happen next. They also use language appropriately to reflect and modify what they are doing. Children enjoy

rhyiming activities and are able to distinguish one sound from another. They have access to a lovely book area and listen to and join in with stories in a small group setting. The children have access to a well resourced writing area and they develop an awareness that we use writing as a means of recording and communicating as mark making tools are available in a variety of role play situations.

Children develop an awareness of mathematical concepts, such as number, shape and size through play activities, number songs and stories. However, there are limited opportunities for children to begin to use problem solving skills to begin to calculate. The children show an interest in and are able to match shapes. They develop an understanding of capacity as they fill and empty containers in the water play and use scales to weigh their parcels in the post office and also to weigh ingredients when they bake. The children are able to explore and investigate a range of materials, such as sand, water, paint, dough, leaves and cooked pasta. Staff enhance activities and encourage the children to use their senses to explore. For example, they make oatmeal and coffee flavoured play dough. The children participate in experiments, such as watching raisins rise in lemonade. They investigate construction resources and join them together to build and balance. The children have some access to a computer and other interactive resources. However, during the first day of the inspection the computer was not turned on when the children requested it be turned on. The children develop a sense of time as they follow the setting's daily routine.

Children are able to express their own thoughts and ideas in a variety of creative ways. They are able to explore what happens when they mix colours and know that different media can be combined. The children build up a repertoire of songs and enjoy singing and moving their bodies in response to sound. They have lots of opportunities to re-enact own experiences and to develop their understanding of the world in which they live as they participate in a variety of role play situations.

Helping children make a positive contribution

The provision is good.

The setting displays posters as a means of promoting equality of opportunity. Staff gather detailed information from parents about their children's individual needs to enable them to be in a position to best meet these needs. The children have access to a good range of resources that promote positive images of our diverse society and this helps to develop their awareness of the wider world. They also celebrate their own and other festivals helping them value each other's similarities and differences and develop respect for other people's cultures and traditions. Staff work closely with parents to ensure that their children's ethnicity and values are respected. Staff have lots of experience of working with parents and other professionals and in adapting the environment and using specialist equipment to meet the needs of children with learning difficulties and disabilities.

Staff have a good understanding of the behaviour management policy and are consistent in their approach to managing children's behaviour. As a result, the children develop an awareness of what is expected of them. Staff act as good role models to the children. They are kind, respectful and sensitive to children's needs. They use 'please' and 'thank you' and encourage the children to share and take turns. Consequently, the children are polite and behave well. Staff praise and encourage children's positive behaviour and efforts and achievements at every opportunity, helping the children to develop confidence and self-esteem. Children develop a good sense of belonging. On arrival, they enter with ease and go happily to play with their friends. They are able to make decisions as they choose what to play with and they show care

and consideration for their peers. Children's spiritual, moral, social and cultural development is fostered.

Staff work with parents to settle their children. They encourage a gradual settling-in period to help children feel secure. Staff share good working relationships with parents, who are greeted warmly on arrival. Effective systems are in place to keep parents informed about forthcoming events and their children's day at the setting. Parents are happy with the service provided, levels of care and activities afforded. The partnership with parents whose children receive funding for nursery education is satisfactory. Parents are informed about nursery education through discussion and information leaflets. Children's developmental records are available to parents upon request. However, there are no formal systems in place to inform parents about children's progress. Parents comment that they feel they are involved in their children's learning.

Organisation

The organisation is satisfactory.

An appropriate vetting procedure helps to protect children. The induction procedure helps new staff to gain an awareness of their roles and responsibilities. The manager conducts regular supervisions with staff. However, at the moment, there are no systems in place for formal appraisals. Staff attend training to further develop their childcare practice. Four staff have a valid first aid certificate ensuring they have up to date knowledge of what to do in the event of an accident or minor injury.

The record of children's attendance shows that staff to child ratios are maintained to promote children's care, learning and play. Staff organise space, time and resources appropriately to meet children's needs.

All required policies and procedures are in place to help promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. All required documentation is in place, although a recommendation regarding the medication record has not been addressed from the last inspection.

The leadership and management of nursery education is satisfactory.

The manager sets direction to staff through discussion. Regular management and staff meetings ensure open lines of communication. The manager supports the deputy in the delivery of nursery education. She is aware of the strengths and areas for development regarding nursery education and an advisory teacher is currently offering support and advice in relation to future development.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last combined inspection a number of recommendations were agreed in relation to safety, documentation, planning and opportunities for children's learning regarding meal times and communication, language and literacy.

Safety has been improved as the floor surface in the outdoor play area has been changed to a safety surface. A risk assessment has been conducted to devise safe methods of moving items to and from the kitchen through to the hall. The manager and the church deacon state that the glass in the entrance hall is safety glass. The recommendation regarding parents signing

the medication record to acknowledge the administration of medication has not been addressed and remains a recommendation.

Short term planning now includes daily activities which relate to the stepping stones. Staff have extended opportunities to support children's learning during snack and lunch time. The children are now able to access the mark making area at all times and they now use name cards to self-register on arrival helping them to recognise their names.

Complaints since the last inspection

Since 1 April 2004 there has been one complaint that required the provider to take action in order to meet the National Standards. Ofsted received concerns relating to National Standard 1: Suitable Person and National Standard 11: Behaviour. The concerns were originally shared with another agency. A childcare inspector from Ofsted Early Years then visited the provision on 2 February 2007. Actions were raised and have been satisfactorily met by the registered provider. Ofsted is satisfied that the provider remains qualified for registration.

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

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The quality and standards of the nursery education are satisfactory.

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):

- ensure that the fire evacuation procedure and fire exit signs are displayed in all appropriate areas
- extend outdoor play equipment to provide sufficient challenge to the older children (also applies to nursery education)
- obtain parents' signatures following the administration of any medication
- continue to develop processes to enable staff appraisals to be conducted.

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):

- record individual children's next steps of learning
- develop teaching practices to encourage children to use problem solving skills to calculate

- respond to children's interest in information and communication technology resources
- develop formal systems to share information with parents regarding their children's progress.

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