

Iver Community Childcare

Inspection report for early years provision

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Inspector Margaret Moffat

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Iver Community Childcare was registered in 2009 and was set up by a group of parents who now form the management committee. It operates from the Iver Village Hall in Iver, Buckinghamshire. The provision uses the whole building to provide a breakfast club, nursery, after school care and holiday play scheme. They have access to a kitchen and toilet facilities within the building. There is ramp to enable wheelchair users to access the premises and parking facilities are also available for disabled users. A maximum of 80 children under eight years may attend the setting at any one time, 60 of which may be in the early years age range. The provision is open each weekday from 7am until 6pm for 48 weeks of the year.

There are currently 69 children on roll and of these 32 are in the early years age group. Children come from the local and wider community. The provision currently supports a number of children with special educational needs, and supports a number of children who speak English as an additional language.

The provision employs six full time staff and three part time staff. Over half hold appropriate early years qualifications. The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff are warm and caring towards the children and get to know them well in order to support their individual needs. They have sufficient understanding of the Early Years Foundation Stage and as a result children are making satisfactory progress in their learning and development. Staff have a good understanding of inclusion and how to promote it. There are effective systems in place to support children with English as an additional language and children with specific individual needs. The management team is continually monitoring and evaluating the setting and this shows a commitment to continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop knowledge and understanding of the early learning goals and share children's developmental records with parents to ensure children's learning is promoted effectively
- further develop the assessment and planning systems to show clearly the next steps in children's learning
- ensure flexibility in planning for large group times and focus on children's individual learning needs, interests and achievements
- update record of risk assessment to include any assessment of outings and

- ensure records are kept of staff and children who have left the building
- review hygiene procedures especially at cooking activities when children are washing their hands to promote good health and hygiene at all times.

The effectiveness of leadership and management of the early years provision

There are appropriate recruitment and induction procedures in place and all staff in the setting have undergone checks to ensure they are suitable to work with children. Appraisals assess staff's ongoing suitability and identify training needs. Most staff have recently undertaken safeguarding children and first aid training which helps promote the safety and welfare of the children. Staff have a good understanding of child protection issues and are confident on how to proceed if they have concerns about a child in their care. Risk assessment records are in place and daily checks ensure children are kept safe and secure in the setting. Although there are procedures in place for outings and staff take essential records and equipment out with them, outings undertaken on a regular basis are not included in the risk assessment and a record of staff and children who have left the building is not always maintained.

Space within the setting is organised to ensure children have room to move around and play comfortably and make choices about their play. The environment is welcoming with notice boards, colourful posters and photographs of the children and displays of their work. Staff have an understanding of their role to promote equality and diversity and plan a range of activities and experiences to enable children to learn about diversity in the wider world. Children have opportunities to learn about the lives of other children around the world as the setting follows an Oxfam educational programme through photographs and themed activities which support children's learning.

Since registration the management committee and staff have completed the self evaluation and continue to monitor and evaluate the setting to improve the outcomes for children. They show an awareness of their strengths and areas for improvement. They have successfully obtained a grant to create a new outside play area and recognise the need to improve the observation and assessment systems. They are committed to providing a service to the children and families of the local community. Several staff are working towards the Early Years Professional Status qualification and this shows a further commitment continuous improvement.

Staff gather sufficient information from parents before children start to ensure they are aware of their individual needs. Parents receive information about the setting through the parent pack, notice boards and access to the policies and procedures. Regular newsletters keep parents informed about the events and topics through which the children learn. Feedback to parents regarding children's learning and development is informal and children's developmental records are not always shared with parents. The setting is beginning to make links with other providers of the Early Years Foundation Stage. Parents have opportunities to complete questionnaires on how they view the setting. They readily comment on how happy

they are with the service and they appreciate the flexibility offered by the setting in caring for their children.

The quality and standards of the early years provision and outcomes for children

Children are happy and content in their environment and receive good support from staff. Most children settle quickly on arrival and staff are on hand for those children who find it difficult to leave their parents or carers. They comfort them and ask them what they would like to do building their confidence and self-esteem. Planning is in place and takes account of children's interests and follows topics such as mini beasts and growing. The observation and assessment system is in the early stages and the staff team are trying to find a way that works best for them and meeting the children's needs. Staff make observations of the children and use these to show how children are making progress along the early learning goals. However, the system does not show children's next steps in learning or how this is linked to the planning.

Large group times do not always hold the interest of the younger children. On occasions they become easily distracted and this can detract older children's learning. When children are split into age groups this works better. Older children are full of enthusiasm and confidence as they tell their news to the rest of the children in their group. Staff ask open ended questions to encourage children's thinking skills and language development and all the children are keen to participate. Younger children enjoy playing the memory game and guessing what item has been removed. They show excitement as they choose correctly and everyone claps. Staff help the children by giving them hints about the missing item such as its a fruit and it is yellow or sometimes rabbits eat this. Children join in enthusiastically to music and movement activities. They follow the instructions and sing the word eat using the different vowels. They laugh out loud at the silly words and enjoy singing along with staff who play musical instruments. Children choose a musical instrument they would like to play with and some children pretend to be the conductor using a maraca as a baton and waving it slowly and fast and the other children respond by playing their instruments to the beat.

Children have opportunities to use their imagination as they act out their own scenarios. For example, in the greengrocers they purchase fruit and vegetables from the other children who take their money and ring it up in the tills. Staff use this activity to help children recognise the names of different fruits and vegetables, they use fresh produce and encourage children to talk about the colour and texture and how these might grow. Children are confident in their use of the computer and laptop. They access age appropriate games they wish to play with and programmes such as colouring and staff are on hand to assist when required. They learn about the world around them through outings in the local community and learning about other cultures, celebrations and traditions.

Children learn the importance of personal hygiene routines. Visual displays are used within the room and in the toilet area to remind children to wash their hands and there are appropriate procedures to prevent the risk of cross infection such as

nappy changing and the use of paper towels. However, on the day of inspection, the water basin in the main room was not cleaned before use and the towel used was dirty. This does not promote children's good health at all times. Children have daily opportunities to be outside in the school grounds, local park or have walks in the local community, thus promoting a healthy lifestyle. Healthy eating is encouraged through the snacks provided and discussions and topics about healthy eating. Parents who provided lunches for the children are encouraged to provide healthy options and receive leaflets such as 'healthy lunchbox ideas'. Children have time to consume their food at their own pace so mealtimes are sociable and pleasant times where staff talk to the children about what they have been doing.

Children learn about keeping themselves safe as they learn about the nursery rules and follow the routines. On outings children wear fluorescent jackets and learn about road safety. Children develop skills for the future through the activities they are involved in and the skills they learn each day. Children behave well and learn to take turns and share during activities. They benefit from the praise and encouragement they receive from staff and respond to requests to tidy up when they hear particular music and encourage others to do so.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met