



Thorpe Willoughby Childcare Centre

Inspection report for early years provision

Unique Reference Number	400302
Inspection date	04 April 2006
Inspector	Andrea Rockett
Setting Address	Londesborough Grove, Thorpe Willoughby, North Yorkshire, YO8 9NX
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Registered person	Thorpe Willoughby Childcare Centre
Type of inspection	Integrated
Type of care	Full day care, Sessional 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 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?

Thorpe Willoughby Childcare Centre has been registered since 1977. It is situated in the school grounds of Thorpe Willoughby Primary School in North Yorkshire and serves the local community and the wider Selby area. The out of school club is available from 07.30 to 09.00 and 15.00 to 18.00 and during school holidays 07.30 to 18.00. An inclusive holiday club is available. Care is offered from two buildings in the school grounds and has a fully enclosed outdoor area. The setting has access to the

school's information technology suite and a sensory and wildlife garden. It is registered to care for 42 children from 2 to 8 years of age and there are currently 88 on roll of which 51 receive funding for nursery education. The setting supports children with special educational needs and with English as an additional language. There are 12 staff who work with the children of which all hold appropriate childcare qualifications. The setting is open from 07.30 to 18.00 each weekday except for public bank holidays. It receives support from the local authority and the teaching staff of Thorpe Willoughby Primary School.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a warm, clean and well maintained environment. Staff understand the importance of having systems in place for health and hygiene procedures to protect children from infection so that they stay healthy. For example, they spray and wipe tables regularly after messy activities. Children are encouraged to wash their hands throughout the day and they successfully use soap and the warm air hand dryers. Staff hold first aid certificates and there are clear written details for the exclusion of sick children to prevent the spread of infection. Recordings of accidents and the administrations of medication are in place including an audit of infectious diseases.

At snack time children independently access their drinks and snacks which they identify by their own name card. Healthy eating is promoted as children are offered a selection of fruit and biscuits with a choice of water, milk or orange juice to drink. Staff take account of parents wishes so that children's individual health and dietary requirements are met effectively, for example, these are recorded and displayed in the kitchen to ensure children's needs are met. The out of school club children help themselves to snacks of fruit, crisps and biscuits and chilled water from the water cooler. Children who attend all day provide their own packed lunch which is stored in the fridge to maintain its freshness.

Physical development is promoted as children access a selection of activities throughout the session. They enjoy playing in the outdoor areas as they pedal bikes and skilfully manage to balance on the scooter whilst moving it along. Their gross motor skills are extended further as they dig in the gravel and sand pits and fill the buckets and trucks. They have fun as they engage in the musical movements songs, for example, 'Tommy thumb'. Children become engrossed in moving the large crane with the vehicles during imaginative play. They move with control and coordination as they successfully negotiate obstacles around the room when accessing the various activities.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children have sufficient, safe space to allow them to enjoy a variety of activities. Care is provided at ground floor level with wheelchair access. Good quality resources are available and furniture is of a suitable design and conforms to safety standards, however, there is insufficient soft seating to allow children to rest spontaneously. Outdoor play is available in two fully enclosed areas, for example, a grassed and paved area. There is a sensory garden at wheelchair height with a textured wall where lavender, rosemary, and thyme is grown. The setting is bright and colourful and the displays of the children's art work develops their self-esteem.

The setting has effective security precautions in place, for example, external doors are always locked with a number key pad and staff stand at the door when children arrive and depart. Children are supervised at all times and there is a clear procedure to follow in the event of a child being lost or not collected. Children's risk of accidental injury is minimised as staff conduct risk assessments to reduce potential hazards. Written risk assessments are detailed and include outings, for example, a trip to the post office is checked and reviewed. Out of school club children are escorted to and from their designated class rooms in the school to ensure their safety at all times.

Staff recognise the protection of children is their first priority and they have a clear understanding of child protection procedures. For example, they are aware of the possible signs and symptoms of children at risk. Children learn about fire safety as the evacuation procedure is practised regularly with them, which helps them to learn to keep themselves safe. Staff ensure the evacuation procedure is practised at different times of the day to enable all children attending to experience the practise. Children move freely in their environment and are protected from harm. Staff maintain regular, informal communication with parents, which develops partnerships between all those involved in keeping children safe.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children settle happily and develop confidence in the setting. They explore the environment and are supported by staff who know them well. Their curiosity is stimulated and they are motivated to learn as they independently select activities, for example, collage, play-dough and finger painting. Out of school club children freely engage in craft activities, games, and enjoy the use of the computer. They follow planned activities during the school holidays, for example, designing and making Easter cards. Children approach the staff with ease and express their feelings, such as saying, "I don't like shouting it gives me a headache". Photograph displays of children on the wall link in with the current topic 'All about me' and encourage children to look and identify themselves as babies. Children are able to construct with a varied selection of different sizes and types of bricks, for example, stickle, duplo and wooden. Staff listen and value what children say, they talk with them about what they are doing and help them to learn what is right and wrong. Children are happy being cared for in an environment which caters for their needs well.

Nursery education

The quality of teaching and learning is satisfactory. Children enjoy coming to the

setting and make progress, supported by a high ratio of staff. Children are self assured in their play and are confident to try out new experiences. They learn to concentrate and persevere with activities they enjoy, for example, sponge shapes painting. Children benefit from appropriate interaction and use of questioning techniques to encourage them to talk and think about what they are doing. They communicate confidently and use language to explain real and imagined experiences, for example, "we don't take the lid off the tadpoles" and "shall we have a nap?". Long, medium and short term planning is in place which links effectively to children's assessments and the stepping stones. Effective questioning techniques extend children's learning further as staff ask "how can a broken book can be mended?". Children access books and are aware print carries meaning, they enjoy stories with increasing attention and recall. Older children begin to form recognisable letters when writing their names. On arrival children self register themselves as their name cards are placed on a table for them to identify.

Knowledge and understanding of the world is extended as children follow the growth and development of the tadpoles. Staff highlight their awareness of how the tadpoles will change into frogs and support these facts by looking at an appropriate book with them. Children construct with a purpose in mind when designing and use increasing control over an object by rolling, touching and patting. They press cutters into the play-dough, create baskets and show pride in their achievement. Children count to five easily and beyond and use numbers in everyday activities, for example, they count how many children are present today. They become aware of subtraction as they sing 'Five speckled frogs'. Children relate their own age to the number four on the picture card of the frog and state, "that's me". They are aware of how many children can play in the designated areas of play when asked by staff as they reply with 'four' Regular observations are made of the children's progress and these are recorded in their individual files which also show the stepping stones they have achieved.

Gross motor skills are promoted as children plant daffodil and hyacinth bulbs into pots, scoop and rake sand in the sand pit and build high towers with the building bricks. They learn about shapes when building as staff ask them to identify, for example, a square and a rectangle. Children explore what happens when they mix colours and recognise yellow, orange, pink and red. They enjoy pressing the painted sponge shapes on to paper to see what shape has been created and correctly exclaim, "it's a duck". Fine motor skills are practised as children expertly cut up straws, pieces of paper, and create collage designs with pasta shapes. Children develop a sense of time as they state, "it's quiet time now". Children access their own aprons for an activity and seek out others to share experiences, for example, "I want him to play with me". They link thoughts with actions when catching fish in the water play, "look I've caught a yellow one". Staff are aware of children's interests and needs; they interact with them to stimulate their curiosity, reinforcing and consolidating their learning. They use many themes in their planning so that activities are differentiated.

Helping children make a positive contribution

The provision is satisfactory.

Children develop a sense of belonging to the group, they become familiar with routines and expectations. They have friendly relationships with the staff who are aware of their needs. Behaviour is very good and children are aware of their boundaries, for example, they know they must be quiet when staff hold up their arm and place a finger to their lips. Children help to tidy away activities and take responsibility for their own behaviour as they share and take turns. Praise is given freely to children, ensuring that they develop confidence and self-esteem.

Staff treat all children equally and are committed to inclusion enabling all children's needs to be met effectively. Arrangements are in place to accommodate children with special needs. Activities are thoughtfully adapted and a hoist and an electric bed are available. Staff are calm, consistent, polite and respectful, and children follow their example. Children encounter experiences to learn about themselves, each other, and the world about them, for example, they take part in the dragon dance parade for the Chinese new year, make Easter cards and have food tasting sessions. The staff foster the spiritual, moral, social and cultural development of the children.

Partnership with parents is satisfactory. The setting values and respects parents and a partnership is developed with them so that children's individual needs are understood. Throughout the year the setting ensures parents are aware of current activities by providing them with a newsletter which states, for example, the details of the Easter egg hunt and the snail race to be held in the village hall. Parents are provided with a prospectus of the setting and are invited to coffee mornings where they can discuss their child's progress and development with their key worker. However, not all parents are aware of the educational provision and how it links to the early learning goals. Personal information is sought and recorded by the staff to ensure they follow the child's individual routine as closely as possible.

Organisation

The organisation is satisfactory.

Leadership and management is satisfactory and this helps to enhance the children's care and education. The manager has a clear vision for the future and acts as a good role model. Staff work well together and are aware of their roles and responsibilities. They are appropriately vetted and have suitable skills and qualifications to work with children, their details are recorded and kept up to date. The environment is bright and organised in a way that allows children to access designated areas of play, for example, book, sand, water and construction.

Organisation of the planning is a team effort and a key worker system is in place for recording observations. Team meetings are held regularly to enable staff to evaluate their practice. Written policies and procedures are in place, the majority of which are fully developed. Documentation supports the care of the children and most recordings are in place. They are stored appropriately and maintain confidentiality and security. The setting has good links with the school which enables effective relationships to be maintained which in turn benefits the care and welfare of the children.

Overall the setting meets the needs of the children who attend.

Improvements since the last inspection

At the last inspection a recommendation was made in relation to reviewing documentation. This has been addressed appropriately. The setting has continually reviewed their documentation and has updated their policies and procedures, records of planning, staff training documents and the holiday register. A point for consideration was made to effectively monitor the proposed planning system to achieve centre aims. The setting has addressed this well. They have revised and amended their planning to enable them to see the links where children are at for all areas of learning so that they are achieving their centre aims.

These recommendations and points for consideration ensure the setting are keeping up to date with their working practises, which impacts positively on the care and welfare of the children.

Complaints since the last inspection

There are no complaints to report.

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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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):

- provide soft seating to enable children to experience comfort and rest spontaneously
- continue to develop and review policies and procedures to ensure they are up to date

- ensure the register shows daily hours of attendance for children and staff.

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):

- improve the quality and accessibility of information given to parents about the educational provision and how it links to the progress their children are making towards the early learning goals.

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