

# Layfield Day Care Centre & OSC

Inspection report for early years provision

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EY408915

**Inspection date**

08/03/2011

**Inspector**

Elaine McDonnell

**Setting address**

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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

Layfield Day Care Centre and Out of School Club opened in May 2010. It is one of three provisions in Stockton-on-Tees owned by a registered charity, which also has many other day care settings and children's centres in other parts of the country. This provision operates from a new purpose-built extension attached to Layfield Primary School in the Yarm area of Stockton-on-Tees. It is part of a children's centre and other services offered onsite includes a baby clinic, access to a community midwife, stay and play sessions for toddlers and parents and childminder group support meetings.

The premises are easily accessible and can accommodate children or parents with disabilities. It is situated in a residential area and is close to other local amenities, such as, a park, shops, bus and train routes. The provision operates each weekday between the hours of 7.30am and 6pm, all year round and also offers out of school care to children aged up to 11 years. Children are cared for in two main rooms and those aged three years may also spend some time in the school nursery and school hall. Children have access to attractive and enclosed outdoor play areas.

The provision is included on the Early Years Register and also the compulsory and voluntary parts of the Childcare Register. Up to 56 children may attend at any one time, with no more than 40 being in the early years age range. There are currently 40 children on roll, seven of whom are in the early years age range. The setting supports a small number of children who speak English as an additional language. Seven members of staff are employed to work directly with the children, including the nursery manager. Of these, most have a childcare qualification at Level 3, or are working towards this. The setting receives support from the local authority in relation to educational provision and also works very closely with the school and nursery onsite. Wrap around care is provided for some children who take their 15 hours government nursery education entitlement on a flexible basis, such as, across two full days.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision is effective in meeting the needs of children in the early years age range and they are making good progress in their learning and development. The promotion of inclusion is a particular strength of the setting and staff are committed to meeting children's and parents individual needs. Very good safety procedures are implemented to ensure a safe and secure environment. The provision is very warm and welcoming with most learning areas and resources attractively presented. Comprehensive evaluation procedures are in place and effectively support the continuous improvement of the provision.

## What steps need to be taken to improve provision further?

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

- develop the indoor reading area in the day care room.

## **The effectiveness of leadership and management of the early years provision**

Children are well-safeguarded and staff demonstrate a good knowledge and understanding of safeguarding issues. Comprehensive and effective risk assessments are conducted and all relevant steps are taken to ensure a safe and secure indoor and outdoor environment for children. Rigorous recruitment, vetting and induction procedures are also in place to ensure that staff working with children are suitable and are fully aware of the setting's policies and work practices.

Comprehensive evaluation procedures are in place and effectively support the continuous improvement of the provision. Staff have a very positive attitude towards personal development and have attended many additional training courses since registration. For example, training in relation to Special Educational Needs, Every Child A Talker, first aid, food hygiene, letters and sounds and empathy dolls. Other training courses are also planned for the near future relating to working in partnership with parents and observation and assessment of children's learning. All records and documents required for the safe and efficient management of the provision are available, well-kept and up-to-date. There are also many good practice policies and procedures in place, such as, a procedure for listening to children, outdoor play and infant feeding policies.

Children are cared for in a very warm, welcoming and stimulating environment. The deployment of resources is generally very good, allowing children easy access to the varied range of age appropriate items. However, the reading area and books in the day care room are not easy to identify. Staff are committed to meeting children's needs and obtain comprehensive written information from parents about each child, which is effectively used as a basis for their individual care. Independence is well promoted and staff ensure that children's interests and capabilities are taken into account when activity planning.

The setting works very well in partnership with parents and carers and their views about the provision are actively sought. A recent newsletter has been translated into another language for some parents. They are kept fully informed of their child's progress and development through regular discussions, the use of a daily diary and access to their child's learning journey file. Parents have good access to the policies and procedures of the setting and also receive information about other services available within the children's centre and the school. The setting enjoys a good relationship with the school onsite and works effectively in partnership with them to ensure that children's individual learning and welfare needs are consistently managed.

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

The quality of activity planning for individual children is good and is completed by each child's key person. The key person system within the setting works well and staff demonstrate a good knowledge and understanding of the children in their care. Staff regularly observe children and effectively use the information to plan and promote further development. As a result children are making good progress towards the early learning goals. They are well behaved and staff demonstrate a good understanding of how to manage behaviour effectively and promote a positive and friendly environment. Children present themselves as feeling very safe and secure in the setting. Adult to child ratios are often above minimum recommendations, which results in children receiving lots of positive care and attention from staff. Children's emotional needs are well-met and they form good relationships with staff and peers. They are helped to begin to learn about keeping themselves safe through routines and discussions, for example, they participate in regular fire drills and learn about road safety when being collected from other schools in the area.

Children are encouraged to adopt healthy lifestyles. They receive healthy and nutritious snacks, drinks and meals throughout the day. Lunch is prepared by the school and children's independence and transition is promoted as they are taken to the school lunch hall to choose their meal. Eating times are observed to be an enjoyable and sociable occasion. Children's health is also promoted through the implementation of good policies and procedures, such as, illness, accident and medication procedures. They also have regular access to large physical play activities and free-flow access to the attractive and stimulating outdoor area. Children have good opportunities for developing their knowledge and understanding of the world. They have regular access to a range of electronic and programmable toys and to resources which reflect wider society, such as, books, dressing up clothes, jigsaw puzzles, play figures and dolls. They investigate the outdoor area with magnifying glasses and have made an aquarium following their interest in a story about a rainbow coloured fish. Children's language and communication skills are well-promoted by staff who constantly talk to them and encourage them to describe how items feel, such as, describing the texture of different foods during a sensory activity.

Children's early problem solving skills are promoted through the use of shape sorters, jigsaw puzzles and various construction items. They confidently and spontaneously count during general play, for example, they count scoops of sand as they place them into a bucket. Children's art work is attractively presented, which helps to promote their confidence and self-esteem. They play well-together and cooperate, such as, when reminding each other, 'your turn, my turn'. They show a good understanding of personal hygiene routines during role play activities and pretend to wash their hands and wash a changing mat after changing nappies.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
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	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
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