

# Jingles Creche

Inspection report for early years provision

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<b>Unique reference number</b>	503791
<b>Inspection date</b>	01/03/2011
<b>Inspector</b>	Jean Thomas

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<b>Type of setting</b>	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

Jingles Creche and holiday playscheme is run by the charity, Seaforth Information Network Group, and has been registered since September 2001. It operates from facilities within the Sing Plus Community Resource Centre in Seaforth, Liverpool. The creche and holiday playscheme serves the local area. The provision is accessible to all children and there is a fully enclosed area available for outdoor play.

The creche opens Monday to Friday during term times. Sessions are from 9am until 12pm and 1pm until 3pm. The playscheme opens Monday to Friday 10am until 12pm during school holidays. Children are able to attend a variety of sessions. A maximum of 12 children may attend the creche at any one time. There are currently 24 children on roll who are within the Early Years Foundation Stage. The provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The creche provides funded early education for three- and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The creche employs three members of childcare staff. All hold appropriate early years qualifications at level 2 and at level 3. In the near future all staff will have achieved the level 3 qualification. The creche receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff's knowledge of the Early Years Foundation Stage is used to promote children's welfare, learning and development to support their good progress. Effective partnerships with parents and other professional agencies contribute to key persons meeting children's individual needs. Children are cared for in a thoughtfully organised and enabling environment. Self-evaluation systems are in place to promote the continuous improvement of the provision. However, the omission in the legally required documentation had not been identified.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure written consent is requested from parents, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare).

15/03/2011

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

- gather further information from parents when children start about their stage of learning and development to inform the initial planning
- consider a more systematic approach to carrying out observations to inform children's next steps in learning and development
- support children's understanding of the importance of following personal hygiene procedures after playing outside.

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

The staff team have a secure understanding of safeguarding issues and their responsibilities if concerned about a child's welfare. There are robust recruitment procedures in place to check person's suitability to work with children.

Comprehensive risk assessments are completed to minimise hazards to children both at the setting and on outings. All legally required records are in place with the exception of written parental permission to seek emergency medical advice or treatment. This is a breach of a legal requirement.

The management team and staff are committed to the continuous improvement of the provision. All staff are enthusiastic about providing good quality care. They reflect on practice through self-evaluation to identify areas for improvement. Recent improvements have been to the outdoor play area. An exciting and stimulating environment has been created to further increase children's learning and play opportunities. Staff's personal development is encouraged to raise skills and qualification levels. The recommendations from the last inspection have been successfully met. A record of staff's qualifications and training undertaken is available for inspection. This contributes to meeting the recommendation regarding overseeing staff development and keeping up-to-date with changes in regulatory requirements. The second recommendation regarding further improving systems to support children's learning and development has been fully met through the implementation of the Early Years Foundation Stage.

The creche is inclusive and children are valued and cared for as individuals. Staff work closely with parents to support children's individual needs. The organisation of the indoor and outdoor play areas has been very well planned to create an enabling environment for children where they can freely access a wide range of resources. Positive attitudes towards diversity and difference within society are strongly promoted to help children value different aspects of their own and other people's lives. Activities are planned, such as, outings in the community, to notice differences between features of the local community. The creche has a good range of resources which reflect positive images of diversity. These are an integral part of the children's everyday play experiences. Staff aim to nurture children's understanding of sustainability through discussion and innovative activities, such as recycling the remains of well used wax crayons. The children prepared the crayons to be melted by staff. They later remoulded them to be reused for their mark making.

Strong partnerships with parents are established. Parents are encouraged to be involved in their child's learning, such as, by contributing to their child's learning journal. Regular newsletters inform parents of planned activities and the intended learning outcomes for children. There is ongoing discussion between key persons and parents to discuss children's progress. Information about children's personalities and preferences is gathered from parents when children start to support staff in meeting their individual needs. However, this lacks detail about what children already know and can do to inform the initial planning. Parents comment highly about the provision and state that they are pleased with the progress their children are making. Effective systems are in place for supporting children with special educational needs and/or disabilities. This involves staff working with parents and other professional agencies. Information is shared with other providers delivering the Early Years Foundation Stage to the creche children to promote the integration of care and education.

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

Staff have a good understanding of the Early Years Foundation Stage and fully embrace its principles to support children's learning and development. The children are settled, confident and interested to learn. They eagerly and enthusiastically participate in the wide range of activities and experiences. Children have good opportunities to follow their interests, develop their own ideas and practise skills. Consequently children demonstrate deepening levels of concentration as they pursue activities which sustain their interest. Children make good progress. Observation, assessment and planning systems support individual children's progress towards the early learning goals. There are a few inconsistencies in the frequency that observations are carried out to inform the next steps in children's learning and development.

Children are confident communicators. The promotion of language development is intrinsic in all aspects of the creche life. Children have plenty of opportunities to practice their speaking and listening skills through their close interaction with staff and other children. Children enjoy mark making using a variety of materials available inside and outdoors, such as, chalks, paints and sand. Mathematical concepts are reinforced in daily activities and play. Children use problem solving skills as they construct a bridge for their cars using the long wooden ruler and two chairs. Children develop computer skills, having good control of the mouse to operate computer functions. They competently and independently operate the audio player to listen to stories on CDs. Communication, literacy, numeracy and information technology are promoted well, which has a positive impact on children's future well-being.

Staff understand the importance of outdoor learning and that some children learn best in this environment. Resources are available in the outdoor play area to promote all areas of learning. Outside children are exuberant in their movements. They climb, jump from raised levels onto the safety surface and run as their creative play idea develops. Children show spatial awareness as they steer their sit

and ride toys skilfully around obstacles. Self-initiated children water the plants and dig in the vegetable and flower beds. There are squeals of delight when they find a ladybird and other insects. The children fetch the magnifying glasses from indoors to study the insects. The children show consideration to their friends as they make sure they have opportunity to look at the insects with the magnifying glasses. The staff's involvement in the activity extends the children's learning. They introduce new vocabulary as they name the different insects, encourage the children to count and compare the sizes of the insects.

Children's understanding of healthy eating is effectively promoted through the provision of nutritionally balanced snacks and planned activities, such as growing vegetables. Children plan the snack menu from healthy options. Overall good hygiene practices across the provision help to prevent the spread of infection. Children learn about the importance of personal hygiene habits and follow routines well, such as hand washing before eating. However, the children did not wash their hands after pursuing outdoor activities involving contact with the soil. Every child's welfare needs are given close attention. Warm and caring relationships with the staff help children feel safe and secure in their surroundings. Children are extremely well behaved. Their behaviour is effectively supported by staff who are positive role models. Children learn to share, take turns and respect the needs of the other children and adults. The children's awareness of possible dangers and how to keep themselves safe is nurtured through routines, such as practising the fire evacuation procedure. They learn about the role of people in the community who help us. This is achieved through activities and visits made by members of the community including police officers.

## 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	3
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	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