

Brinsley Childcare

Inspection report for early years provision

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| Unique reference number | EY412603 |
| Inspection date | 09/12/2010 |
| Inspector | Tina Garner |

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| Setting address | Brinsley Primary School, Moor Road, Brinsley, NOTTINGHAM, NG16 5AZ |
| Telephone number | 01773 783898 |
| Email | admin@psla-notts.org.uk |
| 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

Brinsley Childcare previously operated under different management and re-registered with the Pre-school Learning Alliance in 2010. It is situated in the Brinsley area of Nottinghamshire. The setting is based in an annexe on the Brinsely Primary school site. The provision works in partnership with the school and children's centre and offer flexible child care. It is within walking distance of the local shops and park. Children are cared for in one large room. Access to the premises is gained via a low step. Facilities at the setting include a kitchen, toilets, an accessible toilet and an enclosed outdoor play area. The opening hours are from 8.45am until 3.15pm five days per week for 50 weeks per year. The setting is registered to care for a maximum of 22 children under eight years at any one time. There are currently 31 children on roll in the early years age range. Three staff who work at the setting are qualified to level three. The setting is directly managed by the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from a welcoming and inclusive environment. They are provided with a wide range of interesting and age-appropriate activities that help them to make good progress in their learning and development. Staff work in partnership with parents to ensure children's individual needs are understood and met. Effective arrangements are in place to promote children's health and safety and all aspects of documentation are well maintained. The setting is generally aware of their strengths and areas for development although systems for self-evaluation and monitoring progress are not well established.

What steps need to be taken to improve provision further?

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

- ensure the experiences which are planned and provided are effectively extended to further ensure children's progression towards the early learning goals
- develop systems for self-evaluation to further identify strengths and weaknesses and implement plans which bring about further improvement to the provision and outcomes for children.

The effectiveness of leadership and management of the early years provision

The provider uses robust recruitment, vetting and induction procedures to ensure suitable adults work with the children. Staff hold relevant early years qualifications and are helped to keep their knowledge up to date through ongoing training. Safeguarding procedures are secure and staff know what action to take in the

event of a safeguarding issue. Full risk assessments are in place and staff make and record daily checks to demonstrate how the environment is kept safe. A comprehensive range of policies and procedures are in place and implemented appropriately by staff so that children's health and safety are promoted. The setting promotes equality of opportunity, ensuring all children and families are welcomed and children's individual needs are fully understood and well met. Children generally use a good variety of toys and play materials that support all areas of their learning and development. However, some planned activities are not effectively extended to enable children to develop their own play ideas. Staff deployment provides children with familiar faces and good levels of support to keep them safe, happy and appropriately challenged.

Staff have positive relationships with parents and are beginning to seek and act upon their views. A regular exchange of information provides sound information on how well their children are progressing and opportunities are provided to encourage parents to extend children's learning at home. All necessary information about the setting, through a variety of written materials, is freely accessible. Further partnership working ensures information is exchanged with other professionals to support children's care and learning. The manager and staff work well as a team and have a shared vision for improvement. Staff show a willingness to undertake training and implement new ideas. Following regular audits of the setting, staff make continual improvements to the organisation of the learning environment and recognise the benefits to the children. All recommendations made at the last inspection have been addressed. The manager and staff recognise the setting's current strengths and some areas for improvement, however, a clear plan for development is not yet well established.

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

Children's health is effectively promoted at the setting. Children implement good healthy practices through their daily routine, such as independently washing hands after visiting the toilet or before eating. Staff ensure they meet any individual dietary or health needs and maintain clear records detailing specific requirements. Children enjoy a range of healthy snacks during their time at the setting and have easy access to fresh drinking water throughout the session. Children sit together at snack time where they make choices and help themselves to what they would like to eat. Staff support the children and engage them in conversation. For example, they talk about children's favourite fruits and sandwich fillings and how each promote their good health. Consequently, children begin to learn about healthy eating.

Children are encouraged to learn about keeping themselves safe through daily routines and planned activities, such as, not running indoors and talking about road safety. Effective systems for the safe arrival and collection of children are in place and clear registers are maintained, detailing good adult:child ratios, ensuring children are adequately supervised at all times.

Staff have a sound awareness of the learning and development requirements for the Early Years Foundation Stage and children make good progress. They are confident in delivering activities and support to children is consistent. The setting is well organised and children have suitable access to a good range of toys and resources which are well maintained and appropriately stored. Children can move freely around the identified play spaces, such as, the creative area where they can independently access paper and materials to produce their own pictures. Children engage in a wide range of stimulating activities. For example, they enjoy playing imaginatively in the role play area where they talk about familiar situations and can re-enact their own experiences. They enthusiastically play in the sand trough, where they pour from one container to the other and explore how much sand it takes to fill different size containers.

Children enjoy their time at the setting and are confident and settled. Staff are positive role models for behaviour. Consequently, children behave well. They have good self-esteem as the staff consistently praise and encourage them. Children are encouraged to be supportive of their peers and develop good relationships. For example, as they attempt to write their own names on pictures the older children help and support younger children, suggesting what letters to use and demonstrate how they are written. Children have good access to a range of books where they sit and look at them independently, with friends or supported by staff.

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

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

The effectiveness of leadership and management of the early years provision

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 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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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| 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 | 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