

The Warren Childcare

Inspection report for early years provision

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Inspector Tina Mason

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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

The Warren Childcare is owned by 4children and was registered in 2011. It operates from demountable classrooms in the school grounds of Plumberow Primary School. The pre-school serves the local area. The pre-school is accessible to all children and there is a fully enclosed area available for outdoor play.

The pre-school is open Monday to Friday during school term times. Sessions are from 8.55am until 11.55pm and 12.05pm until 3.05pm. Children are able to attend for a variety of sessions. The pre-school is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children may attend the pre-school at any one time, all of whom may be on the Early Years Register. There are currently 50 children attending who are within the Early Years Foundation Stage.

The setting is also registered to care for children aged over five years. These sessions run throughout the year, with the exception of Bank Holidays. Term time sessions are from 7.30am to 8.55am and from 3.10pm to 6.30pm, with school holiday sessions from 7.30am to 6.30pm

The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 10 members of child care staff. Of these, eight hold appropriate early years qualifications. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, confident and have settled well into the routine of the setting. All areas of learning and development are covered well in the range of activities provided and most of the needs of individual children are met. A good relationship with parents and other professionals ensures an inclusive environment that values children's unique qualities. Detailed policies and procedures are in place and are effective. The staff and management are committed to drive improvement. The staff team are starting to use self-evaluation to maintain continuous quality improvement.

What steps need to be taken to improve provision further?

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

- ensure effective systems are in place to identify children's starting points
- develop the planning to ensure that it provides clear learning intentions for the activities being provided

- develop self-evaluation to include the views and thoughts of parents and children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well. Staff are clear about the procedures to follow in the event of having any concerns about children in their care. Clear records are kept of accidents, any medication administered to children and any pre-existing injuries. Security of the premises is good. Visitors' identification is checked and their attendance recorded. The doors are locked and staff are vigilant when supervising the children. Daily checks of the premises are completed using a tick sheet this ensures the building is safe when children are present. Robust systems for the recruitment and checking of staff are in place. Staff meet regularly to ensure good communication between them and the management. Resources are balanced, in good condition and easily accessible for all children. They are used effectively during sessions to help children learn and develop.

The staff have a good understanding of the equality and diversity of children and how to include and support any children who have special educational needs and those who have English as an additional language. High regard is given to ensuring an inclusive environment and 'All about me' booklets in the registration pack help the staff to form an initial assessment of the children. Therefore, children's individual needs are respected. However, initial observations' regarding children's learning and development are brief and do not provide key workers with enough information in relation to their starting points.

Good relationships with parents and other professionals have developed and information is shared between them regularly. Parents comment on how well their children have settled and how happy they are with the approachable staff and information they are given about their child. Parents receive regular information in the form 'to and fro' books and verbal information when they collect their children. Newsletters and parents' evenings help to improve communication between parents and staff. Any other current information is on the notice board. The management recognises that the views and thoughts of parents and children are not being considered in the review and development processes. This means that effective self-evaluation is sometime impeded. Good consideration is given to sustainability, which is evident in the healthy lifestyles that children are encouraged to adopt.

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

Staff have a clear understanding of the Early Years Foundation Stage regulation and requirements and have adopted a system for observing and recording children's progress using Learning Journals. There are detailed plans in place for children's individual learning opportunities which are managed by their key worker. However, the plans do not clearly identify the purpose of the activities being

provided for the children. Therefore some learning opportunities may be missed. Children have a good opportunity to develop their learning styles outside in the garden. For example, children use drain pipes to watch the speed of balls racing to the bottom, they change the position to get more or less speed and work together to see whose ball moves the fastest. They make marks using chalk on chalk boards developing their pre-writing skills. Children enjoy imaginative play as they play with the dinosaurs acting out different scenarios together.

Children are happy, confident and settled at the setting. They enjoy their play and are progressing well in all areas of learning and development. The staff are building good relationships with their key children and know their families well. Children are taught to keep themselves safe and are regularly reminded by staff about how not to run indoors and how to leave the building sensibly in the event of an emergency. Children feel safe on the premises because staff provide a caring, warm, friendly environment where they may play safely. Children are able to make choices and decisions as they select their own resources from the low level storage available. Children enjoy role play and have a great time playing in the home corner. They interact well together and organise their play amongst themselves. Children enjoy creative play and take part in painting, sticking and drawing activities. They enjoy talking and feeling different textures such as jam, breakfast cereals and cold baked beans. Children are well behaved and understand the rules of the setting as they play. They understand about sharing, taking turns and are confident enough to speak or sing in front of the group. They sit well in a group and enjoy listening to stories and looking at books alone and together. Staff offer plenty of praise and encouragement for the children as they achieve this helps to build their self-esteem and confidence.

Children are given lots of opportunities to learn about healthy lifestyles. For example, they have good opportunities to experience outdoor play with free-flow access to the enclosed outside area. They are able to run, climb and explore the areas safely. They understand the reasons for hand washing and healthy eating. They enjoy snack times. They sit together to eat and this is a very social time. In addition, children are also learning new skills as staff encourage them to use 'Makaton' sign language during their snack sessions. Good language skills are developed by the children because the staff speak clearly to the children and ensure they get down to their level at all times. Routines are organised to ensure that each child is encouraged to make as much progress as they can in communicating, literacy, numeracy and information and communication technology. Children with special educational needs and/or disabilities are well-cared for. The pre-school has a Special Needs Coordinator who works closely with other agencies, parents and staff to ensure that each child is supported in reaching their full potential. Children develop good habits as active, inquisitive and independent learners, developing collaborative skills and problem solving attitudes. They are able to demonstrate through their play and communications that they understand increasing features of the wider world.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

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

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