

Thorpe Willoughby Childcare Centre

Londesborough Grove, Thorpe Willoughby, North Yorkshire, YO8 9NX

Inspection date	04/07/2014
Previous inspection date	21/01/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Effective partnerships with parents and a well-embedded key-person system helps children to form secure emotional attachments. Consequently, children are well prepared for their transitions, both into the centre and when moving on to school.
- Educational programmes provide interesting and challenging experiences across the seven areas of learning that help children to make strong progress towards the early learning goals.
- Staff show a secure knowledge of effective safeguarding practice and the procedures to follow should they be concerned about a child's welfare.
- The manager and supporting team have a very a good vision for the centre's development and show knowledge, skill and focused commitment towards promoting the best learning outcomes for children.

It is not yet outstanding because

- There is scope to enhance the already good planning of stimulating activities, so that tasks continually challenge children and to help raise their attainment to the highest level.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector completed a joint observation with the manager of the centre.
- A range of documents was inspected including observations, planning and tracking of children's progress.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector checked evidence of staff suitability, training certificates, policies, procedures, self-evaluation documents and records of meetings with other professionals.
- The inspector held a meeting with the manager and the deputy manager of the provision.
- The inspector spoke with staff at regular intervals throughout the inspection and made observations of children present.
- The inspector viewed all areas accessed by children, including the outdoor environment.

Inspector

Kerry Holder

Full report

Information about the setting

Thorpe Willoughby Childcare Centre was registered in 1977 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The provision is a community centre. The centre operates from two buildings in the school grounds of Thorpe Willoughby School in North Yorkshire. The centre serves the local area, as well as the wider Selby community and is accessible to all children. There is a secure enclosed area available for outdoor play with static equipment, grassed, paved and soft surfaces. There is access to an Information and Communication Technology suite and a sensory wildlife garden within the school. The centre employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3, 4, 5 or 6, including one staff member who is currently training towards Early Years Teacher Status. The centre opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 70 children attending, who are in the early years age group. The centre provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- strengthen the assessment process by consistently reviewing and monitoring children's next steps and matching these to the already good planning of stimulating activities, so that children receive ongoing challenge that helps them to achieve to the highest levels.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The quality of teaching is good because staff know children well and how they like to learn. Staff ensure there is a wide variety of activities and resources available for children to choose from and enjoy both indoors and outdoors. For example, children excitedly work to bake cakes in the kitchen role-play area. Staff use this experience to develop children's physical skills by providing equipment, such as pans and spoons, for children to make use of. Staff take into consideration extending children's mathematical knowledge as they count the items and sing number songs as they play. Staff ask open questions, which in addition helps children develop good concentration and encourages critical thinking. From the outset, staff observe children during their play and successfully track each child's individual progress. Observations are purposeful and clearly identify children's next steps in their development. The planning of suitably challenging activities is good. However, this process can be strengthened to further challenge children to help raise their attainment to the highest level, for example, by ensuring children's next steps are regularly reviewed

and monitored to ensure they are continually planned for and achieved. Staff work closely with parents to help them to support their child's learning at home. For example, they share information daily and send home activities for children to complete with their parents. Children's achievements and observations are displayed on a key-person board for parents to see before these are put into children's individual learning journeys. In addition, parents can comment and add information regarding children's learning at home. This supports a strong partnership with parents and is clearly successful as parents head to the board on entry to check their child's information area. Children experience excellent continuity as a result. The centre completes a progress check for children between the age of two and three years and shares this with parents and other relevant professionals with permission. This further involves parents in their child's learning and development. Staff support children's developing communication and language skills well by asking open questions and introducing new topics for discussion. As a result, children are learning new vocabulary. They promote children's understanding of the world through activities. For example, the centre is currently looking at a topic of around the world and introducing interesting facts about various countries. Consequently, children's understanding of culture and diversity is improving. Children make cakes to celebrate American Independence Day and the staff support children's language development as they decorate cakes and describe the mixture as 'sticky' and 'sloppy'. Staff provide children with plenty of opportunities to develop their independence through a wide choice of resources and activities. For example, children freely access and choose paints, mark making, sand/water, role play, construction and books. Children are praised when they do well and this helps to build their confidence and self-esteem. Children play outside where they learn to be physically active. They skilfully climb apparatus, ride bicycles and kick balls as they enhance their large muscle and coordination skills.

Inclusive practice is well embedded and good partnerships with parents, other professionals and external services ensure that children with special educational needs and/or disabilities are provided with the necessary support. Children who speak English as an additional language are well supported by staff. In addition, successfully implemented initiatives, such as the 'Every child a talker programme', ensure children develop the necessary skills of communication and language to enhance their learning.

The contribution of the early years provision to the well-being of children

Staff know their key children well and confidently speak about children's development and what they need to learn next. The centre has a well-established key-person system in place, which successfully supports children's all-round development. Effective settling-in procedures are in place and children are very well-supported emotionally when they first begin attending the centre. A wealth of good quality information is shared to ensure continuity in children's emotional and physical well-being. Children are equally well supported emotionally when they leave the centre and move into the attached school. They make a number of visits with staff to become familiar with their new environment and school teachers. In addition, teachers from the school visit the centre both formally and informally, which further builds confidence and so ensures children are emotionally

prepared for the transition ahead. As a result, children are clearly happy and content. Parents' testimonials state how pleased they are with the centre and talk about how well their children are supported.

Children show independence throughout the day. For example, they access their own resources, both inside and outdoors, and so can choose from a range of experiences. This allows them to play alone, with a friend or within a group of children, and so helps to encourage strong social and cooperation skills. A well-equipped sensory room is also used well to support children to develop their emotional responses and gain a sense of well-being. During lunchtime, children confidently follow the routine independently. They are encouraged to manage their own personal needs and can access their own drinks and snacks throughout the session. Children are reminded to wash their hands at appropriate times and many of them are becoming independent in their self-care. Focused activities are used well to teach children about the importance of good nutrition and exercise as part of a healthy lifestyle.

Children engage in active, safe and stimulating play, demonstrating high levels of independence and motivation. They effectively learn about their own safety and how to manage risks. For example, when water is accidentally spilt, children help to mop it up because they recognise that it may cause someone to slip and fall. Consequently, children behave well and are kind and considerate to each other. Children are praised for their positive behaviour and spoken to in a sensitive, gentle way. As a result, children confidently speak to staff and ask for assistance if needed. Photographs of children playing in the nursery and their artwork are displayed, providing them with a strong sense of belonging.

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

The management team have a good level of knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Appropriate policies and procedures are reviewed as necessary and shared with staff. All staff attend relevant safeguarding training and the deputy manager has attended additional training. This training has helped raise understanding of the appropriate procedures to follow should child protection concerns or managing allegations against adults arise. The manager ensures that suitability checks are undertaken, induction processes are in place and references are gained prior to any new staff starting at the centre. Staff are well-qualified and attend regular training to refresh their knowledge. Students and volunteers are monitored and supported effectively by staff, ensuring they are aware of their roles and responsibilities. Risk assessments are carried out to ensure the environment, resources and equipment are safe, therefore, providing a safe and secure place for children to learn and develop. Daily checks are completed prior to children using the areas available and accident records are appropriately recorded and monitored, helping to ensure that safe practice is consistently maintained. As a result, children's health and safety is effectively promoted.

The management team regularly monitor the planning and delivery of the educational programmes to ensure that children are provided with interesting and enjoyable activities and resources, which support them to make progress across all seven areas of learning. These are effective, although, could be further strengthened in order to ensure children's level of achievements are raised to the highest levels. Performance monitoring systems are used to effectively monitor staff practice through regular supervisions and appraisals. Peer observations are also carried out frequently, which establish further opportunities for all staff to improve their knowledge, understanding and practice. Consequently, the educational programmes in place have sufficient depth, breadth and challenge. The centre has completed a detailed self-evaluation of its provision. As a result, clear plans are in place to enhance and develop the centre. The manager and staff have worked very hard to improve the quality of the centre since the recent full refurbishment, 'Project Hope'. In addition, since the last inspection, the areas raised for improvement have been fully addressed. For example, there are now high quality displays that support children's learning.

The centre works extensively with other professionals and external agencies, which enables them to access further information and support. Staff do this sensitively and with respect, meaning that all parents trust the staff and feel confident to ask for help when they need it. Staff are confident to refer children to other professionals to ensure that children's individual requirements are met by receiving appropriate intervention. Staff work closely with the attached school to ensure that children are extremely well prepared for the move into the next phase in their learning. Staff have established good relationships with parents who speak highly of the service and of the care their children receive. For example, parents make comments, such as 'staff are amazing and provide great learning opportunities' and 'the centre is friendly, supportive and welcoming'. This means all children are supported well.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	400302
Local authority	North Yorkshire
Inspection number	855381
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	42
Number of children on roll	70
Name of provider	Thorpe Willoughby Playgroup Committee
Date of previous inspection	21/01/2009
Telephone number	01757 291186

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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