

Early Years Childcare

Inspection report for early years provision

Unique reference number 113471
Inspection date 12/07/2011
Inspector Shan Jones

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Type of setting Childcare - Non-Domestic

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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 Early Years Childcare (Worthing branch) opened in 1992 and is one of nine settings. It operates from a detached house in the Broadwater area of West Worthing. The nursery have access to six playrooms located over two floors. There is a secure outdoor play area. A maximum of 60 children aged from birth to the end of the early years age group may attend at any one time. The nursery is open five days a week from 8pm to 6pm, all year round, with the exception of public holidays. Children attend for a variety of sessions. The setting is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register.

There are currently 128 children on roll. The setting is in receipt of funding for the provision of free early education to children aged three and four years old. The setting supports children with special educational needs and/or disabilities and children with English as an additional language. There are currently 19 staff working with the children and the manager is supernumerary. Of the staff team 17 hold relevant early years qualifications. Seven members of staff are working towards an early years qualification. The nursery also employs a cook and a housekeeper. They receive support from the local authority early years mentor.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and treated with respect in this welcoming environment. The staff are affectionate, caring and support children well in their learning and development. Children experience a well balanced curriculum which is exciting and tailored to their individual learning needs. Partnerships with parents are effective and enable all children to make good progress. Systems for linking with other providers where children receive care and education in more than one setting are being reviewed, as are procedures for strengthening children's knowledge of the local community. The well-defined management structure provides a clear sense of direction and motivates staff to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- improve local cohesion by developing meaningful links within the community
- develop partnership links with other provisions, such as pre school groups delivering the Early Years Foundation Stage, attended by children to enable continuity of their learning experiences

The effectiveness of leadership and management of the early years provision

All staff understand their responsibility to safeguard children from harm. The nursery has a clear, detailed policy and the manager is the designated staff member to take the lead if concerns about children's safety arise. Emphasis is placed on ensuring children are cared for in a safe environment through effective procedures and practices, such as, robust recruitment, selection and induction procedures and comprehensive risk assessments. There is a strong commitment to staff attending training to develop their skills and knowledge in all areas of safety, such as safeguarding, first aid and basic food hygiene. Children are learning to keep themselves safe through regularly practising the emergency evacuation drill and the gentle reminders from staff to walk inside and tidy away the toys. Required paperwork is in place and well maintained, and policies and procedures clearly outline the service provided. Effective staff deployment means that all children are well supervised and supported. There is a good range of toys and resources available throughout the nursery, which is well organised to allow children to make spontaneous choices and extend their own play and learning. This includes a variety of resources that reflect images of diversity, so that children start to develop a positive self-image and awareness of the wider world. Adults identify a child's need for additional support as early as possible: they share information and records with colleagues, parents and where appropriate, with interagency teams to ensure that each child gets the support he or she needs.

The manager, deputy and the head office staff form a strong team which drives the nursery's work forward successfully. Careful monitoring and analysis of performance mean that they have an accurate view of the nursery's strengths and weaknesses. Effective links exist with parents and carers who report that members of staff do a fantastic job and that they appreciate the support they provide to help their children settle in to the nursery. They also appreciate the encouragement and reassurance both they and their children receive from all members of staff. There are both formal and informal systems in place for staff and parents to share information about children's individual progress and development. Parents are also frequently asked to complete a parental questionnaire. Their views are actively taken on board and addressed, to enhance the provision and improve the outcomes for children. Staff have begun to initiate links with some of the providers where children receive care and education in more than one setting. However, they have not effectively followed this up, to gain relevant information to fully promote continuity of care. Times of transition are handled sensitively as the staff liaise with the schools to share key information about children.

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

The planning is flexible, responding to children's individual interests, their starting points and their capabilities. Staff are committed to getting to know the children well to ensure that they can meet individual needs as they progress them towards

the early learning goals. Staff observe and assess children's progress in all areas of learning and identify the next steps. Children respond to challenges with great enthusiasm and show good levels of independence, curiosity and imagination. There is a good balance of adult-led and child-initiated activities that result in children being active learners, creative and able to think critically. Staff skilfully interact with the children, are fully aware of their individual needs, ask open ended questions and support children as they play.

Opportunities for mark-making is incorporated into daily planning and children explore early writing skills with paint, crayons and pencils. They develop their problem solving, numeracy and reasoning skills well as they learn about similarities in groups, count and measure each other on the height chart. Children confidently compare their findings and discuss who is the tallest and smallest in the group. They learn to make two and three dimensional shapes when playing with interlocking cubes. Children play well on the computer; they have good mouse control and with the help from staff, play the games, ensuring that they take turns with the other children who wait patiently. Interaction with the babies and toddlers is lovely, with staff sensitively responding to their individual needs. A variety of creative activities are provided, including hand printing, manipulating play-dough and sand play. More experienced staff are particularly aware of the differing stages of development of children and how to meet their varying needs by adapting experiences. Babies snuggle in the adults lap as they listen to familiar stories, comfortable and secure. Young children had immense fun as they explored the large basket of dressing up clothes. They beamed with pride as they paraded around the room dressed as a ladybird; others swirl around in their tutus.

Procedures to prevent cross infection are in place. For example, staff clean the tables before children eat their meals, there is a sick child policy in place and children routinely clean their hands before snack and lunch. Meal times are relaxed and sociable with staff sitting with groups of children. Children's health and well-being is supported effectively as they develop healthy eating habits, with fresh fruit and drinks of water offered at snack time. Children are provided with daily access to the outdoor play area. They enjoy this area and the range of available resources as they climb and balance on the larger equipment, skilfully pedal the bikes and develop their coordination by knocking large skittles over. Children learn about their natural environment and about how things grow. For example, they plant carrots, tomatoes and peppers. Children entered a potato growing competition and received prizes for their efforts. Children also benefit from some planned outings, such as, walks and trips to the library. However, links within the community are not fully embedded to further raise children awareness of local services, such as fire fighters, the police and other services. Children are secure and develop a sense of belonging to the setting. They know what is expected of them and can demonstrate a clear understanding of how to stay safe independently of adult prompts. Good quality interaction and well-organised routines helps babies and very young children to become secure and confident in the setting.

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