

Embsay Children's Centre

Inspection report for early years provision

Unique reference number 400136
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Inspector Dawn Bonica Brown

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Type of setting Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the setting

Embsay Children's Centre opened in 1992. It is a nursery providing full day care and is privately owned. The centre operates from a converted chapel in Embsay village, near Skipton, North Yorkshire. Children are cared for on the ground floor and first floor of the premises and have access to an enclosed outdoor play area.

The centre is registered to care for 42 children on the Early Years and compulsory part of the Childcare Register. They currently care for a total of 60 children on a full-time or part-time basis. Of these, 34 are in the Early Years Foundation Stage and 12 are on the compulsory part of the Childcare Register. The centre also provides care for a further 14 children aged over eight years. Children attend for a variety of sessions. The centre supports children with learning difficulties and/or disabilities.

Embsay Children's Centre opens five days a week from 08.00 until 18.00, except for one week at Christmas.

The centre employs a total of eight staff who work with the children. All staff have early years qualifications and four members of staff are currently working towards a further qualification in early years. The setting receives support from the local authority.

Overall effectiveness of the early years provision

The childcare environment provides good support for every child so that the unique capabilities of all children are recognised and promoted. All children make progress in their learning and development and their welfare is extremely well managed.

The setting works in partnership with parents, carers and other providers of care and education to promote children's enjoyment of the setting and to help them benefit from the transition to other childcare environments. The setting uses effective methods in most instances to reflect on its practice, evaluate the care provided and to plan for future improvements that will have beneficial outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to focus on the professional development of staff to improve outcomes for children.

The leadership and management of the early years provision

The setting has high aspirations for quality and this is evident in the risk assessments, which are robust in all aspects. In particular, children are taught to assess risks for themselves and to think about the possible consequences in order to enable them to be safe in less controlled environments. Child protection is given the highest priority; all staff are well trained in recognising signs that would cause concern and understand the reporting procedure.

Effective policies and procedures are in place to promote children's health and well-being. These are maintained rigorously, including those which prevent the spread of infection. The policies are known and understood by all staff and by parents.

Staff recruitment and induction systems are extremely well managed and all staff are suitable and qualified to provide care and education for young children. Many of them are highly qualified and very skilled practitioners, so that children make very good progress in all areas of learning. The management reflects positively on its practice and responds promptly to address most areas of perceived weakness. For example, since the last inspection the setting has raised the quality of care and education. This has been achieved by reducing the number of babies cared for in order to maximise the space available for imaginative play. An improvement to the assessment procedure for the younger children is currently under development.

Outcomes for children are monitored through quality checks that are mainly very effective and the setting takes into account the views of children and their parents, as well as other professionals in its self evaluation process. However, self development for all staff is not fully comprehensive and is currently under review. Also, the views of staff are not clearly reflected in the setting's evaluation of its strengths and weaknesses. Future plans are targeted to bring about improvements that will have a positive impact on outcomes for children. For example, development of free flow access to the outdoor area.

Partnerships with parents are well established and parents express very high opinions of the setting. They have confidence in the staff and value the positive effect they have on the children. Parents are involved in their children's learning and there is an effective exchange of information to ensure that the needs of all the children are met.

The quality and standards of the early years provision

All staff understand how to deliver the Early Years Foundation Stage curriculum and some have an excellent knowledge and understanding of it. This is demonstrated through the good progress made in children's learning and development in all areas and in some instances it is exemplary. For example, three-year-olds select and 'read' books from memory, look at books together, talk about the stories and engage in spontaneous role play to enact them.

Staff use the information gathered from observations and assessments effectively to help children achieve as much as they can in relation to their individual starting points and capabilities. Parents understand what their children are achieving

through their play because staff use photographs and notes to highlight the milestones and identify the next steps in their learning.

Young children engage in planned, purposeful play with good adult intervention. For example, exploring the properties of water by working the locks in their play canal system, and finding resources such as small world people to help balance the boats. The learning environment encourages children to become socially adept, active learners. For example, a spontaneous game of musical statues using the cassette recorder is initiated by a child putting a tape into the machine and realising that other children are dancing to the music.

Children enjoy challenging experiences in the setting and activities are well matched to the full range of children's needs. They understand the benefits of healthy eating, which is promoted by supporting children to grow their own fruit and vegetables. The setting provides children with a mainly organic diet which is well balanced and nutritious. The setting helps parents to be positively engaged in their children's learning process in a way which promotes children's interest inside and outside of the setting. For example, an activity with pumpkins is continued by children growing the pumpkin seeds at home.

Children's behaviour is managed well. They learn good models of behaviour from staff who show them respect and value their opinions. The needs of all children are given consideration so that no group of children is disadvantaged. For example, the setting has recognised that boys learn better in an environment that promotes active learning and future plans include the provision of free flow access to the outdoor space. Children's understanding of the wider community and their local environment is effectively promoted. The setting encourages staff to share their specialist skills and knowledge of other cultures with each other. This helps them to foster children's awareness of cultural diversity, disability and gender in a positive, child oriented manner.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Outstanding
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.