

Carey Childcare Centre

Inspection report for early years provision

Unique reference number 309256
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Inspector Ann Bamford

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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

Carey Childcare Centre was registered in 1992. It operates from a church hall in the centre of Preston. The setting is close to all local amenities including city centre shops and the bus station. The setting is run by a committee. The setting is registered to provide care on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery is open Monday to Friday from 8.00am to 5.30pm. The setting provides mainly nursery care but also occasional out of school care to children negotiated on an individual basis. Children are grouped according to age and stage of development in three playrooms. They also have access to a hall which is used for meals and physical play. There is an office, a kitchen and an outside play area. The setting is registered to provide care for a maximum of 40 children at any one time. There are currently 61 children on roll. Of these, 19 children receive funding for nursery education. The nursery currently supports a number of children with special educational needs and/or disabilities and also a number of children who speak English as an additional language.

The provision employs 13 staff. All staff hold an appropriate early years qualification. One staff member is unqualified. The manager works alongside her staff for the whole of the time the nursery operates.

The nursery offers student placements to a variety of childcare courses.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are treated as individuals. The organisation of staffing allows flexibility in order for most children to have their individual needs met. The setting gathers quality information from parents on each child's requirements and needs as they enter the setting and uses it effectively, to provide experiences which meet children's needs with regard to development and how children spend their time. Children make progress in their learning and development as a result of staff planning enjoyable, individual learning experiences for them. Children's welfare is maintained in the setting. There are recruitment and selection processes in place to ensure that all adults who have contact with them are suitable to do so. The setting has established robust partnerships with parents and guardians in all areas, but especially in the two baby rooms. All staff engage in discussions with parents as they enter and leave the setting. Parents receive quality information about how the nursery offers care and support to children. They also receive regular feedback on how their individual child is progressing in their development as a result of being in the nursery. Staff have a robust ability to evaluate their own practice. However, development from this is impeded as a result of lack of time and other resources is needed to drive forward improvements.

What steps need to be taken to improve provision further?

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

- further develop the deployment of staff to ensure planning for all children's individual needs
- review arrangements for children's sleep and rest in the main nursery room
- link older children's next steps to the stepping stones in the Early Years Foundation Stage
- increase opportunities for older children to develop independence in self help skills such as eating and personal hygiene
- review support for and communication between the manager and the committee to put in place contingency arrangements for staff absences and emergencies

The effectiveness of leadership and management of the early years provision

Children are safeguarded very effectively. All staff hold a good understanding of their role in safeguarding children and are confident in how to seek assistance from a child should concerns arise. The setting has established good relationships with parents through the provision of clear, written information on how their children will be cared for and regular, informal consultation with parents to discuss children's progress. The setting works competently with other professionals in order to provide a multi-disciplinary team approach to support children in their care and learning.

Individual staff members have the ability to evaluate their practice and the provision, assessing its impact on the children that attend the centre. However, the irregular contact between the management committee and the manager of the centre and a shortage of funds means that any planned developments are slow to evolve. Staff can identify where resources need improving, in order to stimulate and achieve individual development, such as the need for resources to aid babies to sit, or older children to sleep more comfortably. However, the deployment of staff requires the manager to be in direct contact with children for large parts of time, meaning she is not fully available to organise and plan developments. In addition, the manager does not have consistent access to the management committee and therefore this impedes the rate of progress for some children. The deployment of resources generally ensures that all children have access to a range of activities. Babies and toddlers have good opportunities to play, eat and rest in light and airy rooms. However, the main room used for nursery children is often noisy and there are limited opportunities for children to rest and sleep in line with their individual needs, due to the older children having one large room to eat, sleep and play.

The setting has a range of policies and procedures in operation to promote equality. The centre focuses on how to include all members of the community.

There is a wide range of information provided to parents on many aspects of parenting and especially on strategies for helping to meet individual needs. All staff have good knowledge of different cultures, religion and special needs and use this effectively to elicit detailed individual information on the children in their care from parents. The toys and equipment used by children reflect positive images of difference. Children learn about the wider world effectively as they engage in celebrating festivals.

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

Children of all ages have opportunities to explore a range of creative media and textures. Sand, water, shaving foam, silk, play dough, paints, chalks and collage resources are routinely available. The enjoyment of all children is clear, as they swish the soapy foam over the table, through their fingers and over the backs of their hands. Babies and children aged under two years old are making good progress and other children are making satisfactory progress towards the early learning goals. They enjoy a broad range of continuous provision, which encourages them to learn independently and consolidate existing skills. For example, adding dressing up clothes into a home corner and child-led cooking sessions. Children confidently solve simple problems, finding an appropriate container to carry the water or selecting a smaller doll to fit the dolls clothes. However, although adults intervene to challenge children to take the next steps, such as to name the colour of an item of clothing, these are not always planned for the individual child or fully linked to the early learning goals in the Early Years Foundation Stage (EYFS). This impedes the children's rate of progress in each area of early learning.

Children are learning about their environment through interesting, planned activities. Topics, such as mini beasts, increases children's awareness of the natural world, as they monitor the insects found in the outdoor area and look at pictures of other creatures they may find there. All children have opportunities to count as they engage in singing number rhymes and songs. Children develop skills for the future as they use technological toys, such as telephones or tills in imaginative play. Children of all ages feel safe as they play and talk with adults in the setting. They are able to describe confidently how they would act in the event of a fire and older children volunteer to younger peers where to meet if the fire bell rings. Babies operate in their own rooms with increasing independence as they can select toys at their own level and have adult support to move with increasing independence. Older children's independence skills in managing their own good health is impeded, as they attend the toilet in groups and are not fully involved in tasks, such as setting, clearing and pouring at lunch times. Babies have good quality opportunities for rest and sleep in order to meet their individual needs. However, older children's individual needs for sleep are not consistently met for all children, due to the sleep area and equipment being insufficient for the number of children using the area meaning that some children are unable to rest as fully as they need to.

Children are valued as individuals, staff encourage parents to share details of their

child's home life, including their cultural experiences. As a result, staff have a greater insight into children's lives and provide individual opportunities for them to express their thoughts and emotions. Children are encouraged to talk about what is important to them, such as birthdays, holidays or visiting extended family. Children are encouraged to appreciate diversity through positive images of gender, culture and disability within the setting. Staff offer support for children with special educational needs and/or disabilities and work effectively with other professionals to achieve this.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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