

Ivington Early Days CIC

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

Ivington Early Days CIC is owned by a company and was registered under new ownership in 2011. It operates from the community centre in Ivington. The setting serves the local area and has strong links with the adjacent school. There is a fully enclosed area available for outdoor play and the setting has regular use of the school's outdoor facilities.

The nursery opens currently on a Tuesday, Wednesday and Thursday during school term times only. Sessions are from 8.45 am until 3.30 pm. Children are able to attend for a variety of sessions. The nursery is registered by Ofsted on the Early Years Register to care for a maximum of 24 children at any one time. There are currently 20 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for three- and four-year-olds. The nursery employs five members of child care staff. Of these, four hold appropriate early years qualifications. The manager has Qualified Teacher Status. 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, they make good progress in their learning and development with thorough assessments processes in place, though these are not always effectively used. However, staff do not maximise ways to make the environment welcoming and children have limited knowledge about the wider social world. Young children settle well as the staff take time to gather information about the children's interests and abilities. All welfare requirements of the Early Years Foundation Stage are in place to ensure children's needs are met. The new manager reflects on the practice and has made significant changes working closely with early years professionals. Parents are well informed and involved as they benefit from a wide range of events and information sharing. The team have a clear plan of action, demonstrating a good capacity 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:

- extend the range of activities to promote children's understanding of the wider social world
- continue to develop the system of assessment and planning to support all children in their learning and development
- continue to improve the accessibility of resources to ensure a welcoming and stimulating environment promoting all areas of learning accessible to children.

The effectiveness of leadership and management of the early years provision

Children are well cared for in a safe and secure environment. Thorough, updated written risk assessments take place within the setting. Vigilant procedures are in place, such as, using a walking rope when going outside to the school playground. Staff ensure children are protected from the sun by playing in the shade and regular use of sun cream. All staff have undertaken recent safeguarding training to improve their knowledge of child protection procedures. All safeguarding information is easily accessible and policies have been updated. All staff have recent Criminal Record Bureau checks, appraisals and supervision to ensure they remain suitable to work with children. The manager has undertaken training in safer recruitment and appropriate procedures are in place including a formal induction. Staff are deployed effectively to ensure children are well supervised. All appropriate documentation is in place to ensure individual health care needs are well met. Detailed information is gathered from parents when new children start and regularly updated to ensure staff are able to meet children's developmental needs and consistency of care.

Parents are very well informed about what the setting offers, for example, through displays of information, such as, photographs and planning, newsletters and a prospectus with policies. Regular consultation meetings and sharing of children's 'learning journey' books, with their assessment record and next steps, ensure parents are well informed about their child's learning and development. Parents are encouraged to share information about their child's activities and achievements at home so that there is good working together to promote children's learning. Staff are beginning to form positive relationships with parents as they have good opportunities to attend events, including a trip to a farm, bingo, the school sports day and nativity. Questionnaires are in place to actively seek the views of parents in particular regarding healthy snacks. Diligent action and recording keeping is in place to address previous concerns. The setting works closely with childminders, nurseries and early years professionals to ensure the needs of children are well met.

The manager seeks and acts upon the advice of early years as she strives to improve the quality of learning the children experience. Significant changes have been made to the setting during the past year. These include free flow to a small outside area, improved lay out of resources and, greater opportunities for role play and communication. New systems are in place for monitoring children's progress and identifying individual next steps in their learning, however, these are not always consistently carried out for all children across all areas of learning. Staff have undertaken training to improve their knowledge of the Early Years Foundation Stage and skills in communicating with children. Staff have effective strategies in place for gathering the views of children including the use of mind maps. The manager has constant liaison with the directors and has completed a comprehensive self-evaluation. Staff contribute to a clear vision of ongoing improvements including increasing activities to develop children's understanding of diversity and more problem solving activities.

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

Children are happy and grow in confidence as they develop their social skills, interacting well with each other, such as, taking orders for food in the play kitchen area and forming friendships. Children become excited as they cover their hands in paint or play games on the lap top, developing good computer skills. Some children are very vocal and clearly able to express their opinions about what they want to play with. Staff support all children to be included in group activities, such as being able to identify rhyming words in a story. Children enjoy story time, however, the book corner and other areas of the room are not very welcoming or stimulating and this inhibits children reaching their full potential.

Staff carefully plan and monitor the activities they provide and the resources children access from the boxes themselves to ensure that all areas of learning are covered. Children benefit from small group activities to extend child's learning further, such as the addition of pictorial symbols. Staff are flexible throughout the day to be led by the children's interests and things they bring in from home. A child brings a spring from home so children help use different boxes and bricks to create steps for the spring to go down, supported by staff. Topics are planned, such as, 'Jack and the beanstalk' and children have learnt about measurement as they see how tall their beans and themselves are growing. Children develop their imaginations as they use boxes to build things, for example, a dragon for the princesses and castle theme, based upon the children's interest. Children have good opportunities to learn about nature and the environment in this rural setting as they observe a frog and participate in activities, such as growing vegetables.

Children have good hand washing procedures and learn from the photographs of themselves displayed over the sink. They develop an understanding of healthy eating as they enjoy baking activities, for example, pizza and through activities where the children group different food types. Children benefit from daily fresh air and good use of the school play areas where they thoroughly enjoy a wide range of trikes and bicycles. They also develop their physical skills through use of the adventure equipment and weekly indoor sessions of physical activities and music and movement. Children develop their self-care skills as they get changed into appropriate clothing in preparation for school and independently put on their sun cream. The children benefit from the school teacher visiting the setting and share in school events to prepare them well for attending school.

Children learn about safety during topics when they learn about people who help us. Alongside the school evacuation drill, staff discuss the evacuation procedure using photographs of the children to reinforce their learning and for new children. Children feel safe as they enjoy talking with staff about their home life, voice their opinions and develop a relationship with their key person.

Children are making good progress in their behaviour following the changes within the setting and the creation of different areas within the room. Children are responding well to other strategies, such as, golden rules, wiggling fingers and good listening, rewards with use of stickers and being able to take home a soft

toy. Staff intervene to promote sharing, especially of popular resources, such as play dough and the laptop. Children are encouraged to have good manners. Children with additional needs make good progress as they receive some individual support and have their needs addressed through actions plans and reviews.

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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