

Coundon and Leeholme Early Years Centre LTD

Inspection report for early years provision

Unique reference number	EY349735
Inspection date	07/04/2011
Inspector	Lindsey Pollock
Setting address	Victoria Lane Health Centre, Victoria Lane, BISHOP AUCKLAND, County Durham, DL14 8NP
Telephone number	01388 660365
Email	
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

Coundon and Leeholme Early Years Centre has been registered since 2007 and is a limited company. The setting operates from four rooms within the centre, which is situated in Coundon and serves the local and surrounding areas. There are two main childcare areas and outdoor play areas. It is open Monday to Friday from 8am until 5.45pm for 50 weeks of the year.

It is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register for a maximum of 22 children at any one time, of whom six may be under two years. There are currently 48 children on roll. The setting is able to support children with special educational needs and/or disabilities and children who have English as an additional language. The nursery employs seven childcare staff who all hold an early year's qualification. All staff have completed first aid training. The provision has two-year-old pilot places. It receives support from Durham Local Authority. The nursery has recently been awarded 'Investors in children'.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in this welcoming, friendly nursery. Their welfare and learning is successfully promoted and they are valued for their individuality and treated with respect. Children make good and often very good progress in their learning in relation to their capabilities and starting points. Well-established relationships are in place with parents which helps to ensure children's needs are met. Systems for self-evaluation are developing effectively and the nursery is fully committed to the continual improvement of their practice. Consequently, the capacity to maintain continuous improvement is good.

What steps need to be taken to improve provision further?

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

- keep a written record of the risk assessment for each type of outing
- develop further ways to keep parents well informed of their children's learning
- develop partnerships with other providers delivering the Early Years Foundation Stage to ensure progression and continuity of learning and care.

The effectiveness of leadership and management of the early years provision

The nursery is well-led and managed. The manager and deputy are experienced and knowledgeable about their roles and responsibilities. They and their staff team are focused on helping all children to make good progress in their learning and

development and promoting their welfare. Rigorous recruitment and vetting procedures are adhered to ensuring the suitability of all adults who work with children. Robust safeguarding procedures are in place and all staff have a secure understanding of their responsibility to liaise with appropriate agencies if child protection concerns arise. Staff complete daily, thorough checks on the environment to ensure potential risks to children are minimised. A record of is kept of the aspects that need checking on a regular basis and when and by whom they have been checked. Outings are also fully risk assessed but a record is not kept for each sort of one undertaken. Good deployment of staff ensures children are always well-supervised.

The nursery is committed to the continual development of their service. The management team are very much 'hands on' and provide good support for their staff. They are positive about the inspection process and all staff are keen to participate in the process. Professional development is encouraged and all staff attend training to update and develop their childcare knowledge. Effective systems for self-evaluation are in place. For example, staff evaluate activities and seek regular verbal feedback from parents to help them improve outcomes for children. The Ofsted self-evaluation form is also used to help with driving and securing improvement. Recommendations made at the last inspection have been fully met and have improved outcomes for children. For example, written consent to seek emergency medical advice and treatment is in place to help safeguard children. Children are cared for in well-maintained surroundings. The nursery provides a homely feeling whilst providing an inclusive environment suitable for learning. Excellent provision is made for all children to benefit from the fresh air and they move freely between the indoor and outdoor environment. Toys and equipment are of good quality and promote children's learning well.

Good relationships with parents have been established. There is a welcoming atmosphere with approachable staff. This helps to maintain effective communication. Information is shared daily by use of individual dairies and verbal exchanges. As yet, systems are not fully in place to ensure parents review their children's progress regularly and contribute to their child's learning and development record. Parents speak very highly of the nursery including comments, such as, 'staff are very friendly, great with the children and always approachable' and 'my child is always happy to come here and the staff are brilliant.' The nursery endeavours to build relationships with other early years settings that their children attend to ensure continuity in their learning. However, despite these attempts, effective partnerships are not fully in place so that practitioners from each setting can regularly share the children's development and learning records and any other relevant information. Good relationships are maintained with professionals, such as, children centre staff and the early years teacher to ensure children get the help and support they need.

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

Children are extremely happy and settled in this warm and caring setting. Close relationships are evident between the staff and the children and the key person

system works well. A very good range of activities keep children enthusiastic and purposefully engaged. Staff value and place high importance on following children's interests, recognising that they become active learners when fully engaged and having fun. Key persons know their children well and adapt activities according to the ability and disposition of the individual child. Staff utilise the outdoor space very well to extend children's learning and experiences. For example, children love the opportunity to play with water outside. They have great fun pouring water down drain pipes, splashing in puddles and filling their watering cans at the tap.

Babies settle well and good systems are in place to find out about their individual needs and routines. Staff work closely with parents to build positive relationships and to help parents feel reassured when leaving their young children. Daily diaries clearly detail information about activities, feeding and sleeping. Babies enjoy stimulating activities, such as, exploring treasure baskets and lots of sensory play which can include paint, slime, pasta and flour. As they get older, children are becoming increasingly independent. They manage their personal care and are a great help to staff at lunch time when they help to set the tables. They are sociable and friendly, chatting happily as they play and are developing friendships within the group. Visitors, such as, the fire department and an animal handling workshop causes much excitement and gives children additional learning opportunities. They sit happily looking books together in the book area and listen carefully at story time to favourite stories. They go on their very own 'bear hunt' in the garden which builds on their interest of one of their favourite stories. They use their imagination well as they make 'toast' in the home corner and 'park' their bikes in the 'garage' outdoors. The children participate in many activities and have access to resources which help them begin to explore and question differences in backgrounds, ethnicity, religion, culture and the world in which they live.

Children play well together and there is a friendly relaxed atmosphere. They show great consideration for each other, such as, passing toys and equipment when playing together in small groups. They are polite and friendly and have lovely manners, often remembering to say 'please' and 'thank you' without prompting. Staff are consistent and fair when managing children's behaviour. Consequently, children are developing a good understanding of what is right and wrong. They are learning about keeping themselves safe through instruction and everyday practices. For example, using tools, such as, scissors and cutlery and road safety. However, staff do not always reinforce this learning when children are carrying items between the indoor and outdoor environment. Food is healthy and nutritious and is freshly cooked on the premises. Children make their own fruit juice and milkshakes using different fruits, such as, dragon fruit, limes and mango. This helps to raise their awareness of what foods are good for them and gives them the opportunity to try new tastes. As the outdoor area is developed further plans are in place for children to grow a range of vegetables in addition to the potatoes which they have already planted.

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	3
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