

Early Years Childcare (Dyke Road Avenue)

Inspection report for early years provision

Unique Reference Number	130684
Inspection date	15 March 2007
Inspector	Chris Mackinnon
Setting Address	41 Dyke Road Avenue, Hove, East Sussex, BN3 6QA
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Registered person	Early Years Childcare PLC
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

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

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Early Years Childcare operates within a large converted house in the Dyke Road area of Brighton, East Sussex. The nursery is one of many child-care settings in the South East organised by Early Years Childcare PLC. A maximum of 74 children may attend at any one time. The nursery is open each weekday from 08:00 to 18:00 throughout the year. Children have access to a secure enclosed outdoor play area.

There are currently 155 children aged from under one year to five years on roll. Of these 44 receive funding for nursery education. The nursery supports children with special educational needs and children who speak English as an additional language.

The nursery employs 25 staff, most of whom have appropriate early years qualifications, with four staff members currently training.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are kept healthy and active within the setting, well supervised by staff who follow well organised hygiene practices. Children are helped to gain an effective understanding of how to keep clean, through close adult guidance. Children learn to develop independence in their personal care and children's individual health and development needs are successfully supported by staff who work closely with parents.

Staff provide younger children with close support and much encouragement, helping them to explore resources and learn new skills. Older children enjoy being active and energetic and have fun during a wide range of expressive games and activities, including lively singing sessions and well organised active games.

The setting provides children with a well prepared range of healthy meals and snacks everyday. Staff take care to monitor children's food intake and children's individual dietary needs are effectively supported. All children make frequent use of the setting's well organised and secure outdoor play areas, effectively supporting their physical development and confidence. Staff are enthusiastic and consistent in helping all children to engage in activities that successfully supports their healthy growth and development.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children experience a bright, colourful and stimulating child care environment and enjoy their play and learning. The setting's play rooms are well organised to meet the needs of different ages. Children have plenty of space for games and activities and have many opportunities to develop skills and learn. Staff take care to ensure children have a safe and secure play environment that also offers many challenging and exciting experiences.

An abundant range of colourful and attractive play resources are available for children to be expressive and enjoy their activities. A broad range of sensory and tactile resources provides much stimulation for younger children, helping them to develop and explore their environment. Throughout the setting, children have good access to well organised and stimulating play materials. Children explore and experiment with a wide range of stimulating art-craft and creative materials. Children also have a good supply of resources to support imaginative games and role-play, with play work-shops and technology items featured. Children can access computers to support their play and learning, but the lack of working computers in two play rooms, limits children's choices. Children have good access to books and are given many opportunities to use outdoor play resources.

Close staff supervision and a wide range of safety procedures, protects children from accidents and harm. The setting has well organised risk assessments in place and staff co-operate well to supervise children outdoors, particularly during challenging adventure play activities. Staff take care to ensure children move safely around the setting and guide children to play safely together. Children's welfare is effectively protected by trained and experienced staff who are aware of the need to give priority to safeguarding children.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are well motivated and quickly become involved in the setting's vibrant and highly stimulating play and learning environment. Children explore and learn enthusiastically and have many exciting experiences, supported by an extensive and versatile programme of challenging games and activities. Children have many lively and fruitful adult-child interactions that successfully supports their developing language and communication skills. Children join-in eagerly and have much fun during the many inventive role-play and expressive activities, including access to much valued and stimulating tactile and sensory play.

All children engage in play and learning activities that are highly organised to meet their developing needs. Many of the planned activities are effectively extended and developed by staff to include learning about colour, shapes and numbers. Children explore a wide range of creative resources during innovative and challenging art-craft projects. Children learn how to use a wide range of tools and have many excellent learning experiences exploring a rich selection of assembly materials. Children are confident and inventive, creating their own games and adapting resources. Children have consistent access to books and are helped to develop skills in writing and recognising words.

Children of all ages enjoy a wide range of activities that extend their physical confidence. Children are thrilled and excited when using the setting's gardens and outdoor adventure play area. Many challenging opportunities are provided for children to climb, learn balance and use outdoor play resources. Children also have fun during outdoor messy-play and staff provide well planned outdoor activities to help children learn about growing and nature. A good range of activities relating to travel and other cultures, successfully supports children's awareness of the wider world.

Staff are experienced and highly confident in supporting children's learning and achievement. Staff plan activities effectively to develop children's interest and involvement. Staff are skilled and perceptive and use questions precisely to successfully support and challenge children's thinking and extend their learning. Staff take a close interest in individual children's development and take care to observe and clearly record their progress through the learning stages.

Nursery Education. The quality of teaching and learning is good. The setting provides a well organised and effective learning programme that ensures children have a wide range of stimulating play and learning experiences to support their development in all areas of learning.

Children are encouraged by staff to express their ideas and thoughts confidently. Children use good and developing vocabulary during many helpful interactions with staff. Children's natural inventiveness is encouraged during many child-led role-play activities and children are able to talk and play together imaginatively, sharing their ideas. Many opportunities are provided during assembly and craft activities for children to develop a good understanding of numbers, sizes and shapes. Staff are successful in encouraging children to be creative and develop skills with tools.

Children enjoy using and learning language and staff are attentive when children use words to describe their thoughts. Staff work closely with children in small groups and at quiet times children can talk about their families and explore relationships. Children enjoy singing together and individual children sing and speak confidently within their group. Well-presented themed activities ensure children remember and enjoy their learning experiences. For example, in an

activity learning about the wider world children learn about other countries, travel and distances. Staff involve children successfully in learning about the nature and children enjoy digging and planting in the setting's gardens and outdoor play areas.

Children are taught to express themselves confidently and creatively through a wide range of media. They learn to make and construct and explore materials. For example, children enjoy the learning experiences gained when exploring heuristic play sets, discovering how items join and fit together. Children also develop good computer skills and enjoy learning how things work with activities using technology based items. Children explore writing and learn letters, with some lively fun and learning achieved with the creative use of a children's digital camera. At all stages throughout the setting's play and learning programme, children are consistently helped by enthusiastic and confident staff to enjoy their learning progress.

Helping children make a positive contribution

The provision is good.

Children over a wide age range are made welcome at the setting and encouraged to play and learn together. Children are well behaved and staff are consistent in helping children to learn respect for others. Children respond well to guidance from staff to care for resources and each other. Staff are effective in guiding children to help and share, which fosters their spiritual, moral, social and cultural development.

Staff are successful in developing children's involvement during group activities. Staff are enthusiastic and encourage all children to contribute fully to the play and learning activities. Staff are effective in ensuring individual children are well supported and can engage with others. The setting's learning programme includes a broad range of activities, well organised to reflect diversity and other cultures. Children's awareness of the wider world is also effectively supported through regular planned festivals and activities.

The setting is effective in providing parents with regular information on their children's health, care and development. Parents can easily access management staff to discuss their children's progress. Parents are guided by clearly organised notice boards located in all care rooms. Parents of older children are given clear details of the early learning programme and are regularly encouraged to contribute to their children's learning. Well organised and detailed written guidance policies are made available to parents and the setting's complaints record is up-to-date.

Nursery Education. The partnership with parents is good. Staff work successfully with parents to encourage their involvement in their children's learning activities. Staff keep clearly recorded and presented information on individual children's achievements and parents have many opportunities to consult with staff to learn how their children are progressing. Children benefit from their parents awareness of the early learning programme and the planned learning themes. Staff are effective in encouraging parents to become involved in their children's activities and parents can contribute items and materials from home to support the play and learning. Parents are given clear and detailed information on the daily activities by means of well organised notice-boards in all the early learning rooms. The setting also encourages parents to support their children's progress by providing regular written guidance on how parents can develop their children's learning at home.

Organisation

The organisation is good.

Children enjoy the setting's well organised play areas and learning environment. The layout of the nursery is well planned to meet the needs of all the children attending. A wide range of stimulating tactile and sensory experiences are provided for younger children, with many learning opportunities provided for older children. An extensive supply of interesting and absorbing play and learning resources helps children to be imaginative and learn new skills. Children have access to a spacious and exciting outdoor play area that provides much fun and many physical challenges. A well managed and organised staff team effectively supports the care and development of younger children and provides a well planned and successful early learning programme for older children. Staff are committed to improving their practice and are regularly appraised and encouraged to extend their training and experience. The setting has well organised documentation, which is easily accessible to staff and parents. All required record keeping is clearly organised and up-to-date. A well organised and clearly produced range of written policies and guidance material, ensures the safe and efficient management of the setting. Overall the provision meets the needs of the range of children attending.

Nursery Education. The leadership and management within the setting is good. The funded children are successfully supported in their learning by an experienced and well trained staff team who have a good knowledge of children's learning stages. The manager and supporting staff provide an exciting and stimulating programme of activities for children with clear learning themes. The learning programme is well organised to include all areas of learning and is well planned to promote children's achievement throughout their stay at the setting. The written observation and evaluation of children's learning activities is frequent and well organised, but some of the children's learning and development profiles had not been recently updated. The staff team consult regularly to discuss and revise the learning programme and the setting has clear systems in place to assess the effectiveness of the teaching and learning.

Improvements since the last inspection

Since the last inspection the setting has made medication secure, introduced more regular hygiene routines and has developed staff awareness of special needs, supporting positive outcomes for children in Being Healthy and Positive Contribution.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure the computers provided to support children's play and learning are in working order

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- direct staff to more regularly update individual children's learning and development profiles

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk