

Educare at Beecroft

Inspection report for early years provision

Unique Reference Number	EY344303
Inspection date	08 May 2007
Inspector	Linda Filewood
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Registered person	Educare at Beecroft
Type of inspection	Childcare
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

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.

WHAT SORT OF SETTING IS IT?

Educare at Beecroft opened in 2007 and operates within Beecroft Primary School, in the Kirkstall area of Leeds. The provision provides wrap-around care for a maximum of 10 of the nursery children at any one time, and is open from 08.55 until 15.10 each week day, during term time. All children share access to a secure, enclosed outdoor play area.

There are currently 10 children aged from three to five years on roll. The provision currently supports a number of children with learning difficulties and also supports a number of children who speak English as an additional language.

The setting employs three members of staff, two of whom hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good hygiene practice through consistent daily routines. For example, they spontaneously wash their hands after using the toilet, although the soap they use is often has a lot of paint on it. Staff follow good procedures to maintain high standards of hygiene, such as making sure children put used tissues in the bin and using colour coded cleaning cloths. The risk of cross-infection is suitably considered. Children dry their hands on paper towels but no separate sheets are available for sleeping children. Parents are clearly advised of the setting's sickness policy which ensures that sick children are excluded to protect the health of others. Children are well looked after if they are ill or have an accident whilst in the setting, as a member of staff trained in paediatric first aid is on duty at all times. Records of children that have accidents are appropriately completed and staff also verbally advise parents of the incident to ensure that they are well informed. All required permissions and records are in place regarding the administration of medication to the children to protect their health.

Children are well nourished and enjoy well-balanced, freshly cooked meals. Menus are clearly displayed for parents so that they are fully aware of the food their children are eating. Children are encouraged to become independent as they carry their choice of food on a tray to their seat at lunch time and choose when to have their fruit and drink at snack time. Staff offer them good support as they learn to use cutlery to cut up their own food. Mealtimes are a valued part of the day and children enjoy meeting up with their siblings, who also attend the school. Children have drinks, such as milk or water, regularly throughout the day. They have their health and dietary needs met because practitioners work well with parents to cater for any allergies or individual requirements.

Children are active and enjoy physical activity at each session, contributing to their overall good health. They enjoy daily outdoor play most days and use the large school hall for music and movement. Children are developing good coordination as they play with footballs and pedal bikes around the playground area. The sessions are mostly well organised to allow children to have periods of rest as well as activity.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very secure indoor and outdoor environment, where all reasonable safety precautions have been considered to protect the children. The organisation of resources allows children sufficient space to move freely and safely around the rooms. Children confidently access a good range of resources from child-height storage units, fully promoting their independence and choice of play opportunities. Craft items are readily available and children easily reach, for example, scissors, paper and glue sticks from drawers and trays. The temperature of the rooms is centrally regulated to allow children to play in comfort and air-conditioning in the conservatory maintains the temperature well.

Staff support the children's understanding of keeping themselves safe. They give clear explanations, for example, why toys should be tidied regularly to prevent others from tripping over them. Displays of photographs around the room remind children of the school rules, such as not running within the school building. Clear written risk assessments are in place to assess

the risks to children when inside, outdoors and on outings. Staff regularly check the equipment to make sure children play safely. Fire drills are routinely practised to ensure all children are aware of what to do in the event of an evacuation.

Children are competently protected at all times in a safe environment. The premises are secure to prevent children leaving the building unsupervised and visitors are asked to sign in. Children's welfare is well considered as staff are fully aware of the local safeguarding procedures and fully understand their role in caring for the children. Effective procedures are in place and shared with parents for the safe collection of children and their care if they are not collected.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy, involved in their play and choose from a good range of activities and resources, which contribute well to their development in all areas. Staff encourage children's communication skills. They listen to them carefully, make sure they understand what they are saying and value what they have said. Children's individual needs are effectively catered for as the staff have a good understanding of their differing abilities and ways in which they learn. Observations are regularly made on the children, which clearly show what they know and understand. These are used to provide challenge for the children in future activities so that they build on what they already know. All staff relate very well to the children, offering good encouragement and meaningful praise and, as a result, children are becoming confident.

The children are developing a good understanding of number and counting as they enjoy singing counting rhymes and staff make good use of mathematical language at all times during their play. Children's interest in activities is maintained as staff make skilful use of questions to encourage the children to think. For example, in a focused activity children are shown pictures of different types of housing and asked which type they live in. They then talk about how they get to school and what they pass on the way. Children listen quietly, respond well to stories and have access to a very good range of books. They have plenty of opportunity to express their creativity and imagination. The outdoor play area becomes a garage, for example, where they take their pedal bikes to be mended after parking them in numbered bays. Children enjoy drawing, painting and modelling and their work is displayed well around the room. They learn using all their senses. For example, they taste porridge after a story about 'Goldilocks', listen to a police siren going passed and make a note on a chart of all the aeroplanes they seen whilst playing outside.

Helping children make a positive contribution

The provision is outstanding.

All children are very warmly welcomed and encouraged to enjoy all the activities available. Their artwork is well displayed on the walls to create a colourful environment where children's creativity is valued. The key worker system works effectively and children benefit greatly from staff who know them well. Constructive relationships are established between staff, children, parents and outside agencies, which take account of the differing needs of the children. Excellent support is given to children, especially those who require support in developing their communication skills. The very good range of resources and activities provided for the children to promote a positive view of the wider world increases their awareness of diversity and understanding of others. Posters, displays and photographs displayed around the nursery show positive images to further raise children's awareness of similarities and differences.

Staff constantly provide the children with positive encouragement and praise, raising the children's levels of self-esteem and confidence. They act as extremely good role models and encourage the children to be polite, well mannered and to show concern for others. Children play harmoniously together, are well behaved and respond well to consistent adult expectations of their behaviour. They are successfully sharing and taking turns during their play and are consistently reminded by staff of the value of playing well together.

The excellent partnership with parents benefits the children and offers consistency in their care. Staff actively seek information from parents through home visits and 'About Me' booklets prior to children attending the provision. Parents are advised of the care their children receive through a very clear, informative prospectus and leaflet. Policies and procedures are always available for parents and keep them well informed. Parents are very clearly encouraged to become fully involved in their children's learning. Books are available for them to borrow to read at home with the children and planning is displayed so they know the topics their children are enjoying. Menus are posted on the notice board and short daily written sheets advise them of what their child has eaten and done during the day. Staff ensure that parents know how their children are progressing and encourage them to look at their child's profile.

Organisation

The organisation is good.

The staff make good use of space both inside and outside the provision, to create a stimulating environment which offers many play opportunities to the children. Children's feelings of security and well-being are increased as they are comfortable in their familiar daily routines, which mostly meet the needs of the children. The correct ratio of staff to children is constantly maintained and monitored to ensure children receive appropriate support. A comprehensive collection of policies and procedures, which contribute to the effectiveness of the setting, are in place, regularly reviewed to reflect the practices of the provision and shared with parents.

Children benefit from qualified and skilled staff who are fully aware of their roles and responsibilities. A clear induction process is in place and any training needs to enhance the care the children receive are clearly identified following regular appraisals. Children are fully protected by the provision's robust recruitment and vetting procedures. All legally required records and documentation are in place and well maintained. Documentation is well organised and easily accessible, but confidentiality is not always fully maintained with regards to some details of the children's medical information. Regular staff meetings are held to plan for the children's learning and development and parents are well informed of the progress their children are making. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

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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):

- improve hygiene procedures for hand washing and sleeping children to reduce the risk of the spread of infection
- ensure confidentiality is respected at all times, in particular to children's medical details.

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