



## Caverstede Early Years Centre

Inspection report for early years provision

<b>Unique Reference Number</b>	EY295314
<b>Inspection date</b>	04 October 2005
<b>Inspector</b>	Carly Mooney
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<b>Registered person</b>	Caverstede Early Years Centre
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	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](http://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?

Caverstede Early Years centre registered in 2004. It has been operating as a nursery school from purpose built premises in Walton, Peterborough since the 1940's. A maximum of 98 children may attend the centre at any one time. The centre is open each weekday from 08:00am until 18:00pm. Sessions during term time are from 09:00am until 11:30am and 12:45pm until 15:15pm. Children are able to attend an early and late club. All children share access to a secure, outdoor play area.

There are currently 133 children aged from 2 to under 5 years on roll. Of these, 126 children receive funding for nursery education. Children attend from all over the city.

The centre employs 41 staff. All of the staff working directly with children hold appropriate early years qualifications. Family support and inclusion are based at the centre and they receive support from advisors at the Childcare Strategic Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are warmly welcomed into a friendly, clean environment where they actively learn the importance of maintaining effective health and hygiene procedures. Outside visitors, such as the dental health educator during dental hygiene week, encourages children to look after their teeth. Children are consistent in their own personal care and know they must wash their hands before eating and after visiting the toilet. This is further reinforced by staff who are clear role models when preparing food or changing nappies to prevent the spread of infection. Staff work to detailed, purposeful, policies and procedures that have been devised in relation to health, hygiene, medication and illness. These along with well kept records ensures that children's health and welfare is fully safeguarded.

The school has been a health promoting school for five years. Meals have been devised to provide children with the school's compulsory requirements, to ensure they eat healthily and have a balanced diet. These are prepared fresh on a daily basis by a qualified cook, who caters effectively for all children's dietary requirements so that they feel included. Children choose from a wide variety of interesting snacks, including raw vegetables, fruit, crackers, cucumber, cheese spread and tomatoes, which they help to prepare themselves. Staff talk to the children about the food they are eating and encourage them to taste everything they are offered to widen their taste buds. Children receive good adult support at lunch and snack times. Staff use this time effectively to develop children's social skills.

Children have consistent opportunities to develop their climbing and balancing skills on challenging and interesting apparatus and equipment. They are enthusiastic as they climb on crate towers which they have built, enabling them to jump and slide down a pole or swing across the monkey bars. They confidently ride bicycles in and out of obstacles, often with only two wheels, steering and changing direction as necessary. Children can access the same curriculum outside, as inside, to support their learning and have access to fresh air everyday whatever the weather.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children play in a vibrant and stimulating environment, which is extremely well organised. They are able to independently select all activities from a broad range of good quality resources, natural and man made, which fully supports their learning. Toys and resources are stored at low levels with picture clues, to assist children when they are tidying away. Staff ensure resources are clean and in a good state of

repair through regular checking.

Children are provided with opportunities to take acceptable risks in their environment. They face challenges and are encouraged to stretch their abilities, as they climb up ladders and walk across rope bridges. Due to the nature of the environment and a significant proportion of children attending with special needs, children are cared for with a high staff to children ratio. This, together with thorough risk assessments of the premises and equipment, ensures that safety risks have been identified and minimised. In addition to this, staff are deployed effectively to ensure children are fully protected during the sessions. However, the security of the premises during the arrival and departure of children, is not consistently monitored to fully safeguard children.

Children's welfare is effectively safeguarded by staff, who fully recognise their responsibility to protect children in their care. Staff are guided by a comprehensive child protection policy, which they are confident to discuss and attend regular training to update their knowledge.

### **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Children flourish in this exceedingly motivating environment. They display effective relationships with all staff, who are consistently warm and kind in their approach. They are extremely caring and sensitive to children's needs. For example, a child who was upset at lunch time, was coaxed gently into eating some food through his comfort teddy and was given lots of hugs to help him feel secure and settled. Staff are committed to helping children learn and provide an extensive amount of play opportunities both inside and outside. Planning for children thrives on their individual needs and interests to develop their learning. Staff have an exceptionally competent understanding of child development and enthusiastically use their training in the Foundation Stage and 'Birth to three matters' to guide their practice. Children are enthusiastically praised by all staff, which helps to maintain their confidence and boost their self-esteem.

Children are extremely active. They display high levels of confidence as they face challenges in their everyday play, such as learning to ride a bike without stabilisers. They enthusiastically explore their environment and learn to care for living things, as they water the plants with watering cans or tend to the herb garden they helped to plant. They consistently portray advanced levels of independence, as they busy themselves and become absorbed in their play. They enjoy their experiences and show delight as they throw a ball on to the roof to watch it bounce down or engage in role play, as they take the baby for a walk.

Snack time is highly valued by staff as a great opportunity to effectively develop a variety of children's skills, such as social, language and mathematical development. They purposefully engage in conversation and count cups and plates. They pour their own drinks and spread their crackers with butter or cheese spread to increase independence. Children have developed good manners by appropriately saying please and thank you, which staff naturally reinforce. They successfully learn about

healthy eating through the excellent selection of nutritious snacks provided, with one child remarking that, "carrot is good for me".

### **Helping children make a positive contribution**

The provision is good.

Children feel a sense of belonging, as the nursery school welcomes people from all backgrounds and of all abilities. Children are able to appreciate and gain respect for the cultures and beliefs of others, through celebration of festivals and use of appropriate resources. A significant proportion of children who have a special need attend the provision. Staff are highly trained and experienced in meeting the children's individual care and learning needs, which enables them to progress.

Children behave well and are clear in the nursery school's rules and boundaries. They receive clear direction and explanations from staff, which helps them feel secure. For example, they tidy away toys to gain an understanding of responsibility and place their fork and knife together to show when they have finished their lunch. Staff effectively praise children, which contributes to the high levels of confidence they display.

Children's parents are welcomed openly into the nursery school, enabling close, positive relationships to form. There are effective home links to fully involve parents in their children's learning. For example, home visits, sharing library books and attending sessions. A family support team based at the setting, works closely with children and their families to be able to meet their individual needs. They receive good support and are invited to attend weekly open days, where they can receive guidance on issues, such as toilet training or behaviour management. Parents are fully informed about the care their child receives, through a detailed and comprehensive handbook. Monthly newsletters inform parents of current events and activities.

### **Organisation**

The organisation is good.

Children feel comfortable and at ease in the well organised environment. The sensible layout of the rooms and challenging use of the outdoor area, maximises all available play space for children. Their care is fully enhanced through skilful organisation of the resources, together with staff's commitment to update their skills and knowledge through training.

Effective recruitment procedures are in place to ensure that staff working with children are appropriately vetted and qualified. They benefit from highly trained and skilled staff, who follow an ongoing process of self evaluation of the basic activities and planning, in order to promote children's all round development.

Documentation is in place to support the smooth running of the setting, although accurate recording of children's arrival and departure times needs to be maintained

at all times. Staff are totally committed to improving practice through their annual review of the centre's development plan and all policies and procedures. This ensures that children's welfare and learning is effectively promoted.

Overall, the range of children's needs are met.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection.

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:

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

### **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):

- monitor the security of the premises during arrival and departure times of children.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)