

Imagine Co-operative Childcare

Inspection report for early years provision

Unique reference number	EY281245
Inspection date	17/02/2009
Inspector	Ruth Tharme
Setting address	22 Woodfield Road, Cam, Dursley, Gloucestershire, GL11 6HE
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Type of setting	Childcare on non-domestic premises

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.

Description of the setting

Imagine Day Nursery operates from five rooms within a detached building in Cam. The nursery is close to local shops and a park. The nursery serves the local area.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 77 children on roll, all of whom are in the early years age group. The nursery supports children with learning difficulties or disabilities and those who speak English as an additional language. The setting is in receipt of funding for nursery education.

The nursery opens five days a week all year round. Sessions are from 08.00 until 18.00.

There are 17 staff working with the children. Over half the staff have National Vocational Qualifications at level 2 or 3. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The needs of all children are met as the setting routinely recognises the uniqueness of each child. Partnerships with parents and other professionals are used extremely effectively to promote good quality education and care. Consequently, children make very good progress. Planning for improvement is highly effective as processes for self-evaluation are well considered and carefully implemented. Children's welfare is promoted as arrangements for their health and safety are prioritised.

What steps need to be taken to improve provision further?

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

- develop opportunities for all children to use their home language in their play and learning, providing a range of meaningful contexts in which children have opportunities to develop English
- help children to become aware of, explore and question differences in gender, ethnicity, language, religion, culture, learning difficulties and disability issues

The leadership and management of the early years provision

The leadership and management of the setting are focused on helping all children to make good progress in their learning and development, and promoting their welfare. This is because highly effective steps are taken to evaluate the provision for children. This means that there is a very good understanding of the strengths and weaknesses in the provision and plans for the future are well targeted to bring

about further improvement.

Policies and procedures promote inclusion so children are generally well supported, integrated and able to achieve. Arrangements for staff training mean that they are well prepared when children with learning difficulties or disabilities join the setting. There are some effective strategies in place for some children who speak English as an additional language. However, these have not yet been fully implemented for all such children, so they do not all have the same opportunities to use their home language in their play and learning.

Partnerships with parents and other professionals, such as health and social care practitioners, are very well established. There is an excellent flow of information, knowledge and expertise between all those involved in children's learning, development and welfare. Regular team meetings ensure that good practice is shared between staff.

Arrangements for safeguarding children are robust and actively promote children's well-being. Arrangements for the identification of risk are thorough and staff implement procedures effectively to ensure such risks are appropriately addressed.

The quality and standards of the early years provision

The highly effective key person system means that children are well settled in the setting and get the reassurance they need from a staff member who knows them well. This also supports the strong links with parents, which promotes children's all round development. The programme of observation and assessment means that key workers are well informed about children's progress and interests. The information gained is used alongside information from parents and other settings to implement planning that effectively meets individual children's needs. Children demonstrate very caring attitudes and increasing levels of independence as adults encourage and support them effectively. They enjoy using books, the rhyme box and mark-making materials as these are well presented and readily available at all times encouraging the development of communication, language and literacy.

Good use is made of the outdoors so children have ample opportunity to explore and investigate the natural world. Activities such as carol singing and tea parties for older people who live locally means that children develop good links with the surrounding community. However, the availability of positive images and multi-cultural resources is limited. This restricts children's opportunities to become aware of, explore and question differences in: gender; ethnicity; language; religion; culture; learning difficulties; and disability issues.

Children learn to keep themselves healthy, learning about the importance of personal hygiene as they sing the 'soap and bubbles' song and washing their hands in preparation for meals. Well planned opportunities for physical activity are readily available both in and out of doors. Children of all ages make good use of a well equipped garden and an indoor ball-pool room. Children make healthy choices at lunch times, helping themselves to nutritious and well balanced meals, which are prepared freshly on the premises using organic and fair-trade produce. Safety

is given a high priority. Children learn safe practice, such as using a walking rope when they leave the premises, and what to do in an emergency, as they practise their evacuation procedures.

Children are engaged and interested in their play and learning as routines and activities are well planned to meet their individual needs. The range of activities on offer is varied, which ensures that children are able to make choices for themselves from a variety of play and learning experiences. Behaviour is good as staff have high expectations and set a good example themselves.

Parental involvement in children's learning and the assessment of their progress means that children are well supported.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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