

The Arnold Centre Day Care

Inspection report for early years provision

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Inspector Helen Blackburn

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Type of setting Childcare - Non-Domestic

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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*.

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Description of the setting

The Arnold Centre opened in 2006 and it is managed by the Governing Body of The Arnold Centre for Children and Families. The Arnold Centre full day care nursery operates from a separate building across the road from the main centre, which is located in the Herringthorpe area of Rotherham. There are schools, parks, shops and public transport links in the local area. Children have access to three fully enclosed outdoor areas. The nursery is open each weekday from 8.00am to 6.00pm for 50 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 24 children may attend the nursery at any one time. There are currently 60 children aged from three months to under four years on roll. The nursery supports a number of children with learning difficulties and/or disabilities and children with English as an additional language. The nursery provides funded early education for two and three-year olds.

There are 14 members of staff employed at the nursery; 13 hold early years qualifications to level 3, of these; four are qualified to level 5 and one to level 6. The nursery employs a teacher with early years professional status. In addition, one member of staff is currently working towards a level 3. The nursery has achieved two Quality Assurance Awards; Quality in Action, a local authority endorsed scheme and Quality Mark, a nationally recognised award. The nursery is an integral part of the Children's Centre, which provides a range of services, including community health services, family support and welfare rights.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Practitioners have excellent relationships with children, parents, other agencies, professionals and settings involved in children's care. Practitioners meet children's needs extremely well, resulting in very happy children who approach their play with enthusiasm. Practitioners provide a safe, clean and inclusive environment for children, where they support and encourage them to become independent, well-behaved and respectful individuals. Extensive documentation, policies and procedures contribute to promoting the safe and efficient management of the setting. Quality improvement processes are rigorous and inclusive and they ensure children are at the centre of all targets set. Practitioners are very committed to trying new ways of working and setting high standards at all times.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- reviewing on a regular basis the effectiveness of the newly introduced

approach to assessment and planning for next steps in a child's developmental progress.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding and promoting children's welfare are excellent. There is a comprehensive awareness of safeguarding issues. For example, practitioners at all levels regularly receive safeguarding training and they effectively implement the detailed and robust policies and procedures in place. Practitioners work extremely well with external agencies, other professionals and families. This promotes a collaborative approach to promoting and safeguarding children's welfare. In addition, practitioners offer the much-needed support to a number of vulnerable children and families that attend the nursery. Robust recruitment, vetting and induction procedures ensure practitioners are suitable to work with children and means they fully understand their roles and responsibilities. There is an extensive range of comprehensive documentation, policies and procedures, which support the safe and efficient management of the setting. For example, detailed safeguarding policies, complaints procedures and inclusion policies clearly demonstrate the consistent approach implemented across the nursery. Practitioners provide a safe environment for children to play because they adopt highly effective risk assessments, they are vigilant in checking the environment on a daily basis and they ensure they supervise children's play. In addition, practitioners are skilful in evaluating activities to establish the benefits for children against the risks. This means children learn about dangers and their own safety with support and guidance. For example, practitioners help children to learn about the dangers of ice by allowing children to experience how it feels to walk on the slippery surface. Through effective organisation of resources, all children can make safe and independent choices in their play. Practitioners work extremely well together. Through effective organisation, they deploy practitioner's skills, experience, and qualification levels evenly across all rooms. In addition, they make excellent use of resources within the local community, to extend children's experiences and to provide children with a sense of place and belonging. For instance, children go on walks, they enjoy going on bus rides and fundraising for national and local charities.

The commitment towards promoting improvement and high standards of care and education for children is excellent. Comprehensive quality improvement processes, including self-evaluation, reflective practice, audits on children's progress and the curriculum contribute to the nursery having a clear understanding of their strengths and areas for development. This contributes to them setting focused and targeted areas for improvement. This includes taking on board a number of initiatives, such as, 'Healthy foundations' and 'Thrive', which contributes to promoting excellent outcomes for children. A strong and supportive management team, enthusiastic and committed practitioners contribute to promoting a highly skilled workforce. The approach to self-evaluation is inclusive because practitioners welcome any feedback from parents, children and other professionals.

Practitioners have excellent relationships with the parents. Through effective

communication and information sharing, they work in effective partnership to meet children's individual needs. An extensive range of detailed policies, procedures, notice boards, information booklets and daily discussions ensure parents are very well informed about all aspects of their own child's achievements, well-being, development and service provided. Practitioners work extremely well with other professionals, settings and external agencies. This ensures every child receives high levels of support, so that they receive the best learning opportunities possible if they need additional help. Effective partnerships with other settings, such as school and nursery contribute to promoting the smooth transitions between settings for children.

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

Relationships between the practitioners and children are exemplary. These trusting relationships, strong bonds and attachments contribute to children feeling safe and secure in their care. In addition, because practitioners have an excellent understanding of children's backgrounds, they meet their individual needs extremely well. Through everyday routines, fun posters around the setting and activities, children are developing a very good understanding of the importance of effective personal hygiene practices and health issues. For example, they independently wash their hands at appropriate times throughout the day. The nursery meals and snacks are very nutritious, which supports and encourages children to make healthy food choices. Opportunities for children to be active and to access fresh air are excellent. All children regularly play outdoors and access an extensive range of activities. For example, they enjoy climbing on the crates, splashing in the puddles, running up and down the grassy slope, building, constructing and exploring different medias, such as sand and water. These opportunities enable children to gain a secure understanding of the importance of exercise as part of maintaining a healthy lifestyle.

Practitioners are highly skilled and qualified and as a result, they have an expert understanding how young children learn. Effective observation, planning and assessment ensures practitioners plan for all children's individual needs, including those identified as gifted and talented. However, because practitioners are continually reflecting on their practice, they have recently changed their observation and assessment arrangements to further enhance the already excellent systems in place. As a result, they have not yet reviewed the effectiveness of this new approach. Practitioners provide an extensive range of activities across all areas of learning that put children at the heart of all activities planned. For example, plans fully incorporate children's ideas, likes, needs and interests. This means children are extremely motivated, curious, inquisitive and enthusiastic learners. For example, children are very confident, babies babble with excitement, older children engage easily in conversations and they eagerly ask questions. Children are very inquisitive, for example, babies and younger children eagerly explore their environment, pointing to things that interest them and older children notice what is happening around them. For example, they eagerly notice the ladybird climbing up the wall. Children take part in a wide range of activities

that help them develop their literacy, reasoning and numeracy skills. For example, they count in everyday situations, young children attentively listen to stories, there are signs and labels around the setting and children skillfully create patterns through weaving activities. Children solve simple problems, such as, working out how to gather and recycle the water when floating ducks down the pipes. Children are creative and imaginative learners. For example, they express their ideas through art and they engage in a wide range of role play activities. In addition, through activities, such as, mixing powder paint in puddles children are able to experiment and explore how things change.

The children behave extremely well for their ages and stages of development. Practitioners provide consistent boundaries and routines so that children know what they expect of them. Through play, children talk about being kind, sharing and taking turns. This results in children having harmonious and cooperative relationships with their peers. The children have high levels of confidence and self-esteem because practitioners effectively praise and value their contributions, backgrounds and individuality. Through activities, resources, discussion and by practitioners ensuring equality of opportunity is at the centre of all their practice, children have a positive self-image and they effectively learn about and understand the society in which they live.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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