

Discovery Vine Childcare

Lordsgate Township C of E Primary School, Lordsgate Drive, Burscough, ORMSKIRK, Lancashire, L40 7RS

Inspection date	02/10/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Relationships between staff and children are relaxed, positive and supportive, consequently, children are able to feel safe, settled and ready to learn.
- Children have good opportunities to develop their independence. This enables them to become confident in their ability to do things for themselves and develop high levels of self-esteem.
- Staff provide a range of imaginative play experiences, which encourage children to use language to communicate.
- Teaching is good. Staff are particularly skilled at knowing just when to intervene to help children to extend their thinking and their language, when children are choosing their own activities.

It is not yet outstanding because

- What children are to learn and what resources are required are not always sufficiently identified when planning activities. As a result, staff do not make maximum use of planned experiences to extend children's learning.
- Children's starting points are not always identified using all available information about children's prior learning at home and other settings they attend.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed pre-school and after-school club activities in the foundation stage unit and outdoor area.
- The inspector looked at evidence of staff's suitability to work with children and a range of other records, policies and procedures.
- The inspector sampled children's records and learning journals and the planning documentation.
- The inspector spoke with one of the registered providers, the manager, individual staff and children at appropriate times throughout the observations.
- The inspector took account of the views of children, parents and carers spoken to on the day.
- The inspector conducted a joint observation with the manager.

Inspector

Lynne Naylor

Full Report

Information about the setting

Discovery Vine Childcare was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Lordsgate Township C of E Primary School in Burscough, Lancashire. It is managed by Discovery Vine Limited, serves the local area and is accessible to all children. Discovery Vine Childcare offers pre-school and out-of-school care and operates from the foundation stage unit, library and hall. There is an enclosed area available for outdoor play.

Discovery Vine Childcare employs nine members of childcare staff. Of these, two hold appropriate early years qualifications at level 6 with Early Years Professional Status, of whom one also has Qualified Teacher Status. There are five staff, who hold appropriate early years qualifications at level 3. Discovery Vine Childcare opens Monday to Friday from 7.45am to 5.45pm, term time only. Children attend for a variety of sessions. There are currently 12 children attending the pre-school, who are in the early years age group. There are 42 children on roll in the out-of-school club, of whom six are in the early years age range. The pre-school provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- plan in even more detail to ensure that all staff have a clear focus on what children are to learn and what resources are required, in order for children to achieve at the highest level
- extend the gathering of information from parents and other settings about children's starting points, in order that all parties have had opportunity to contribute what is already known about their children's prior knowledge, skills and understanding when they first start to attend.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a secure knowledge and understanding of how to promote the learning and development of young children through play. They purposefully support children to develop good communication and language skills and to progress well in their physical, personal, social and emotional development. Children's good progress in these areas

ensures they have the key skills needed for the next steps in their learning, such as moving on to school. They are seen to be generally working comfortably within the typical range of development expected for their age. Staff have a strong ability to observe and accurately assess children's progress as they play. However, there are occasional times during planned activities when resources are not of sufficient quality or quantity to effectively support learning. This is because insufficient focus is given to what individual children are to learn and the resources required to support that learning. Despite this, overall, teaching is good. When children initiate their own activities, they are successfully enabled to extend their learning. For instance, staff give children time to play uninterrupted, which enables them to follow their interests and to successfully direct their own learning. As a result, children are active learners and are able to work well independently and in small groups.

Children explore technology as they push buttons on toys to activate sound and light. They make good use of simple equipment, such as binoculars and magnifying glasses and boxes to look closely at plastic bugs. Children are inquisitive and ask how things work, such as the doodle board cleaner. Staff give children plenty of encouragement to think things through and work things out for themselves. As a consequence, children are active thinkers and raise valid points, such as 'when you are in space, you need a toilet'.

Children develop good mathematical skills through daily experiences. They measure their height on a wall chart. Children take an interest in shapes, for instance, a child places together two slices of apple on her plate at snack time and announces she has made a circle. Staff seamlessly include opportunities to count and use numbers in play, for example, children are asked how many sheets of kitchen roll they need to clean the foam off their toy dinosaurs. Children discuss the different sizes of holes in the beads and develop good hand to eye coordination as they carefully thread them on to strings. When asked, if the hole is too small for the string, a child optimistically replies, 'I will give it a try', which demonstrates determination, which is a useful trait for future learning. Children develop good physical skills as they manipulate, roll and cut dough. They help themselves to sensory materials, including paint, dried pasta and feathers. Children move their fingers through shaving foam and enjoy painting and drawing, which effectively promotes their early writing skills and their creativity.

Children develop a wide range of skills as they play imaginatively. They practise their communication skills as they pretend to speak for the glove puppets. Children practise writing for a purpose, as they provide 'prescriptions' for patients in the doctor's surgery. Staff purposefully extend children's vocabulary while children play imaginatively with the space ship and figures, for example, staff introduce 'astronaut' as a new word. When the reception age children join the role play, they provide wider opportunities to develop pre-school children's language skills and imagination.

Staff actively encourage parents to share what they know about their children's learning and development at home. Parents and the child's key person exchange useful information in a communication book, as a result parents are kept well informed about their children's progress. However, information is not always available from other settings that children have moved from to provide a full picture of their abilities on entry.

The contribution of the early years provision to the well-being of children

Information provided by parents in an 'all about me' booklet is used by staff to support children when settling-in. Children demonstrate a clear sense of security as they confidently move around the setting communicating with each other, staff and visitors. They receive praise from staff for achievements and positive behaviour, which promotes their self-esteem and confidence. Staff are very good role models. They deploy themselves well and are consistent in their guidance for children about what is acceptable behaviour. 'Blossom' the soft toy bear watches out for pre-school children, who are kind and helpful and goes home with one of them at the weekend as a reward. Children show care and concern for each other. For example, a child skilfully walking on stringed pots notices another struggling to do the same and stops to provide advice and support.

Staff give clear messages to children to ensure they are developing a good understanding of why it is important to have a healthy diet. Snacks are well planned to be nutritious and varied. For example, crackers and apples in the morning, fruit in the afternoon and tuna pasta with cucumber, carrot and salad pepper slices after school. Currently, pre-school children bring a packed lunch if they stay for an extended morning session or if they stay all day. To improve choice, parents have been provided with a school meals menu, so they can opt for a cooked dinner for their child from next week. Staff are aware of each child's dietary needs and ensure these are addressed appropriately. Children talk about the health benefits of foods during planned experiences. For example, pre-school children discuss different fruits and vegetables at Harvest festival and out-of-school club children make and eat fruit kebabs. Older children also learn how food is grown as they plant, tend, grow, pick and then eat tomatoes and lettuce.

Stimulating, well-resourced and welcoming spaces, both inside and outdoors, provide good support for children's all-round development and emotional well-being. Staff change the storage units between pre-school and out-of school sessions to provide more challenging toys and equipment for school aged children. Children are supported to manage their personal needs increasingly well. Good access to bathrooms means that children safely and independently go to the toilet. Children help themselves to water when thirsty and decide when to have snack. Good hygiene is maintained and staff encourage and support children to exercise vigorously as they play outdoors. Therefore, children develop healthy lifestyles. They manoeuvre wheeled vehicles around painted roadways outdoors. Children also balance well and develop good coordination as they walk on stringed pots. They learn how to use equipment safely as they move freely around and explore their environment. Staff involve children in practising fire evacuations, which also helps children to learn about keeping themselves safe.

During the day, the pre-school children and the school reception year children join together for short sessions. The pre-school children become familiar with older children and the teaching staff, which is good preparation for their move up to school. Likewise, the new reception age children become familiar with the staff from the out-of-school club, easing the transition at the end of the school day from school to out-of school club.

The effectiveness of the leadership and management of the early years

provision

The management and staff team clearly understand their responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. They follow a robust recruitment and vetting process to check staff's suitability to work with children. Staff receive induction training and a checklist monitors they have been informed of all the relevant policies and practices. The company actively encourages staff to improve their knowledge, understanding and practice, in order to develop professionally. On return from training, staff share what they have learnt with other staff, in order to benefit the team. A high number of staff are trained in first aid. Staff ably discuss the steps to report any concerns they may have about a child in their care. This is because all staff are regularly briefed on the procedures of the Local Safeguarding Children Board and some are trained at a higher level to provide support.

The registered providers have a keen drive to provide high quality care and learning for the children. They employ a well-qualified staff team, who share a common sense of purpose and deliver a good service. The company's arrangements for supervising staff have been reviewed and are now more structured. This enables staff to reflect on their practice and identify future training needs. Each week the manager from each of the company's settings meet to share ideas and discuss any childcare issues. Indeed, the manager is very well supported by the company, who also take care of many of the office responsibilities. This enables her to use her skills and knowledge to monitor the educational programmes. A suitable tracking system to monitor the progress of individual children or groups of children is in place, so that appropriate action can be taken to identify and close any gaps in learning.

There are good arrangements for keeping children safe in the building. Equipment and resources are checked daily for safety. Regular risk assessments and fire risk assessments are made. Staff purposefully stand at the doorway to monitor visitors, parents and children as they arrive and depart. The premises are kept clean and well presented. They provide opportunities for children to make choices and develop their independence and curiosity. In the short time since opening, the room has been re-organised to further improve children's ability to concentrate. Records are well maintained and policies are easily accessible in the setting. Parents have access to a wealth of information about the setting on notice boards, newsletters and increasingly on the website. Parents spoken to at inspection are pleased with the way their children have settled and how staff verbally share information on a daily basis.

The caring staff team work very well together and enthusiastically interact with children and help them to enjoy learning. Pre-school children and school aged children are made aware of plans for each session and are able to put forward their ideas. Older children also help to choose which new toys and equipment are bought. Parents' opinions are welcomed and the company has appropriate plans to use questionnaires as a way to formally seek a wider range of views. The setting demonstrates a strong commitment to work in partnership with others to support children. In the short time since opening, partnerships with parents and external agencies increasingly contribute to meeting

children's needs and securing the support they need. Staff work increasingly well with the host school to provide a complementary service to support children and families.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY462556
Local authority	Lancashire
Inspection number	916804
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	54
Name of provider	Discovery Vine Ltd
Date of previous inspection	not applicable
Telephone number	07500600891

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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