

# Catchgate Children's Centre

Inspection report for early years provision

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<b>Setting address</b>	Catchgate Primary School, Blackett Street, Catchgate, Stanley, Co. Durham, DH9 8LX
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<b>Type of setting</b>	Childcare on non-domestic premises

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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*.

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.

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## Description of the setting

Catchgate Children's Centre opened in September 2006 and is managed by Catchgate Childcare Limited. It operates from designated self-contained rooms adjacent to the nursery and reception classes in Catchgate Primary School on Blackett Street, Catchgate. It is part of the children's centre serving the Stanley area of County Durham. A maximum of 32 children in the early years age range attend the centre at any one time; of these, not more than 12 children may be under the age of two years. The centre also provides care for children before and after school. In total there are currently 47 children on roll. Of these, 47 children are under the age of eight, and of these, 43 are within the early years age range. The centre is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The centre is open from 6.45am to 6.15pm, Monday to Friday all year round, excluding bank holidays and Christmas week.

There are five members of staff, all of whom hold appropriate early years qualifications. Support is provided by the local authority early years team and a qualified teacher from the host school.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Catchgate Childcare Centre offers all children opportunities to learn in a safe and secure environment. Caring staff work in close partnership with parents and others to provide a range of appropriate learning experiences. Overall children make satisfactory progress. Partnerships with the school and external agencies are a strength of the setting. Self-evaluation shows evidence that leaders show satisfactory capacity to drive improvements further.

## What steps need to be taken to improve provision further?

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

- ensure there are well targeted observational assessments that provide a basis for planning children's next steps of learning through suitably challenging experiences
- review current arrangements for mealtimes to ensure children's individual needs are met by improving staff ratios alongside increased opportunities for independence when eating
- develop more resources and activities which promote early literacy and numeracy skills and offer both child-initiated and adult-led opportunities for learning
- further develop staff interaction levels with children so that children learn how to do things for themselves and experience more regular opportunities for shared sustained thinking through adult-led and child-initiated activities.

## **The effectiveness of leadership and management of the early years provision**

Leaders ensure that policies and procedures are maintained to appropriate standards in terms of children's welfare needs. Suitable people are recruited within a system of induction and regular staff appraisal. As a result of this rigorous monitoring, children are well cared for during their time at the setting. Children's learning and development needs are monitored satisfactorily. The recently upgraded planning and observation system offers a sound basis for staff to identify children's achievements and to plan what to offer children next. However, the information gained from observations and used by staff to plan activities does not always ensure that staff set high enough expectations for children's learning.

The deployment of staff meets children's needs satisfactorily. However, very young children are given limited levels of adult stimulation during their mealtime. As a result, the progress they make in terms of their understanding of food, healthy eating and personal independence, alongside the social aspect of sitting together for a meal, is reduced.

Partnerships at the setting are good, both with parents and others. Links with the host school enable staff in the school and the setting to communicate with one another regularly. Many of the directors of the company also share a management role at the school. The host school nursery teacher shares her planning and provides input to the setting on a weekly basis. This ensures continuity and complementary provision for children. Effective links with the community and with the services and activities held on site by the children's centre programme support children to enjoy a range of learning opportunities. The setting also enjoys support from local portage workers and others who can offer children additional support using the established systems promoted by the special educational needs coordinator. Some parents actively contribute to the children's achievement files and they are delighted with the progress children make from joining the setting.

The setting promotes equality and diversity adequately. Parents of children attending the setting work very closely with staff to ensure that information about children's emotional needs is shared and understood, and appropriate actions are put in place to overcome any possible barriers to children's learning.

The setting has addressed most of the previous recommendations and with the breadth of support it attracts as a children's centre, along with leaders' self-evaluation, enthusiasm and positive attitudes to feedback, outcomes for children are improving.

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

Children are safe, settled and happy when they attend the setting. Staff work hard to integrate all the children into the environment and plan to meet their individual

care needs. They use information from home along with their knowledge of individual children, which together help to create secure relationships. Routines are in place that children are familiar with, such as getting ready to go outside for outdoor play, choosing from tubs of fruit at snack time, and hand washing before and after lunch. Staff review the environment regularly to ensure it offers appropriate activities for the children. While most areas of learning are suitably addressed, there are too few resources or activities available to support children's early literacy and numeracy skills.

A range of healthy snacks, such as dried fruit, breadsticks and crackers, are passed to the children by adults when children choose them at snack times. Water is available throughout the day in beakers, although the youngest children find it difficult to identify their cup using the coloured bobbles on the handles, which limits their independence. Children are able to access hand gel after hand washing and nose wiping, and its usage is reinforced by all staff throughout the day. Outdoor play is promoted regularly and children enjoy chasing one another and racing to the tricycles when they first go into the outdoors. The outdoor environment is used generally well to support children in all areas of learning. They enjoy playing peek-a-boo games with adults in the playhouse, squeezing behind the shed and wheeling their pretend babies around in the wooden prams.

Indoors, natural materials are offered, particularly in the baby area where children explore and investigate with sensitive adult support. Some opportunities for child-initiated learning are enjoyed, such as the sand and water exploratory area which offers toy frogs in water mixed with tapioca to add texture. Adults generally manage behaviour appropriately and while they show care and sensitivity towards most children, they do not yet extend questioning techniques to stimulate children's higher level thinking skills.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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