



Winton Early Years

Inspection report for early years provision

Unique Reference Number	EY317013
Inspection date	25 April 2006
Inspector	Mary Kilroy
Setting Address	Winton Early Years Centre, Brindley Street, Eccles, Manchester, Lancashire, M30 8AB
Telephone number	0161 788 0192
E-mail	
Registered person	Salford City Council Children's Services
Type of inspection	Integrated
Type of care	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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Winton Early Years Centre opened in 2005. It is owned and managed by Salford local authority. It operates from purpose built ground floor premises. The setting comprises six childcare rooms, three offices, a reception area, the information technology suite, a staff room and a meeting room.

A maximum of 77 children may attend the centre at any one time. The centre is open each weekday from 07.30 to 18.00 for 51 weeks of the year. All children have access

to a secure enclosed outdoor play area directly accessed from their playroom.

There are currently 59 children on role aged from 2 to under 5. Of these, 25 children receive funding for nursery education. Children come from the local area. The nursery currently supports a number of children with special educational needs and also supports a number of children who speak English as an additional language.

The nursery employs staff, all of whom hold an appropriate qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children remain healthy, as the centre has excellent policies and procedures to prevent the spread of infection. Children are learning about being healthy through gentle reminders from staff to wash their hands after activities, before meals and after handling mini beasts, such as Brian, the snail. Toilets and hand wash basins are accessible to children, so that they can independently use them. Staff are sensitive to young children's needs when changing them, such as some children will only use a potty and not the toilet. Some of the children are only happy if certain words are used, such as 'come to the potty' and not 'toilet'. These individual needs are noted discreetly and are known to all the staff. Aprons and gloves are always used for changing children and good nappy changing and toileting routines are observed. There are tooth care posters in the bathrooms and some of the reward stickers depict healthy fruit and vegetables.

Young children sleep according to their needs and individual patterns and sleeping bags, comfy settees and mats are there should children require them. The centre is not yet taking under twos but everything is ready for them and rest and sleep provision in the baby room is excellent. Children sometimes prefer to fall asleep on a member of staff's knee and are then transported to a mattress. There are very comfy settees in each room for children just needing a rest or some quiet time. Children's individual needs are very well met, and they have an excellent range of choices wherever possible.

Healthy eating is promoted throughout the nursery. Five a day posters on the walls remind children and parents about minimum daily requirements of servings of fruit or vegetables needed to remain healthy. Main meals and snacks offer healthy choices, such as fruit and cheese. Fresh drinking water is always available and is accessible for children to self select in the water cooler. This is promoted by staff giving gentle reminders to children after activities, such as 'sticky kids' on Fridays when they have taken part in strenuous physical activities. Children are able to serve themselves at mealtimes and to have more if they wish. Mealtimes with staff are happy social occasions and children can choose what cutlery they prefer to eat with. Religious needs, such as eating with hands are always catered for. May is fruit month and the centre are producing a healthy eating recipe book and are planning additional fruit tasting sessions from around the world. Staff and parents have food hygiene certificates. There are cook and eat sessions with parents, one of whom is an ex

chef. When the building is fully operational as a children's centre, there will be a café serving healthy foods to parents and users of the centre. Menus are displayed for parents to see.

Individual dietary needs and allergies are discreetly noted with a child's initials and are reinforced and checked before snack and mealtimes. The caretaker cooks Chinese food for the children, and this gives them the opportunity to see him in another role. Parents are thrilled about the range of fruit and vegetables that their children will now eat since attending the centre. They are always kept informed and involved in what they have eaten and any new tastes tried. The centre hope to soon have an arrangement with a local high quality supplier of organic fruits and vegetables to enable them to sell to parents cheaply.

Children benefit from lots of opportunities for outside play and fresh air. There are excellent facilities, including wicker hides, trees for shade and some all weather under cover areas. Children usually have opportunities to play in or outside and suitable clothing, supplied by the centre, ensures they can take advantage of naturally occurring events, such as snow and get out in all weathers. There are tree stumps, bark, lots of wooden seats and a wealth of natural materials for children to access. There are large climbing frames and opportunities to balance. Parents are involved in planting the outside area; gazebos are provided for additional shade in summer. Children are provided with sufficient challenges; they engage in lots of activities requiring hand/eye co ordination. They operate equipment by means of pushing and pulling, such as using the computer. The children use a wide range of tools confidently. They fit jigsaw pieces together and construct and experiment with a wide range of play materials.

Outside, there is continuous play provision. Children can dig, run around freely or access bikes in all weathers. Children move around confidently and use the available space well. They are learning balancing skills using logs and stepping stones. There are tunnels and tents to climb through.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from safe premises inside, outside and on outings. The premises are regularly risk assessed in every area and electrical appliances have date stickers on to ensure regular servicing is carried out. The premises are warm, safe and very welcoming to children and parents. There is a good mix of adult and child sized furniture. There are lots of comfortable settees for story and rest time. Children's furniture was recently changed to wooden, and there are lots of natural materials to enhance tactile experiences. Toys and equipment are accessible to enable children to self select. There are floor level sandpits throughout the centre and also floor level activities for inclusion. The new baby room is beautifully equipped with floor level easels and wooden equipment. There are lots of opportunities for babies to climb steps safely and to pull themselves up by using furniture. Children access beautiful treasure baskets and heuristic play sacks.

There is a secure method of entry and an up to date visitor's book. Fire extinguishers

are regularly checked. There are six first aiders and one member of staff from each job-share post has an up to date certificate. Fire fighters visit the centre to talk to the children about fire safety. There are parents first aid courses held mainly at the centre and the library. Parents state how much more confident they now feel at keeping children safe and to give advice to others. Staff gently remind children about safety issues, such as 'can I put this away now so that no one falls over it?'

Accident boards on the wall remind parents that if they see their child's name they need to sign the accident book as a second check. Some children have individual medical care plans which are known to all the staff. These are kept in the child's bathroom and there is also a copy in the office. A record of times of arrival and departure is kept daily. Children and parents sign in and out together and children can identify their name or picture. An effective emergency evacuation procedure is practiced with the children. Staff talk to the children about fire extinguishers and the safety procedures used and they are beginning to understand about keeping themselves safe. This is reinforced during visits from the fire fighters. There are instructions up for operating the hoist in the bathroom. There is a road safety enhancement pack which contains crossing lollipops and children are learning strategies for road safety. All trips, however short, are risk assessed and parents also attend to increase ratios. Finger shield is used on all the doors. Details of the fire risk assessment is up for parents to see. The outdoor area is very safe, with a minor hazard. Ivy is coming through in the crèche outside area and the provider agreed to make it safe immediately.

There are robust child protection procedures in place which are understood by all the staff. These include a comprehensive policy that outlines procedures should allegations be made about a member of staff. There is the local authority file for area child protection procedures and staff have read 'what to do if you are worried a child is being abused' and have the flow chart. All have excellent understanding of signs and symptoms of abuse and know how to report concerns. The manager is the nominated person for child protection. Children learn about stranger danger at an age appropriate level

Helping children achieve well and enjoy what they do

The provision is good.

Children learn well in the focussed activity, using a variety of programmes on the computer. All staff plan for play and work with funded children. There is excellent planning for play, exciting and stimulating play activities and inviting display areas of interest. Play is planned using and building on children's interests. Play dough is sometimes made with the children using chocolate for smell as part of the current topic on the senses. Areas of continuous provision are constantly reviewed and improved or extended and sand is the next area for review. Continuous provision inside and outside is monitored. Extremely detailed and effective planning is used. There is a toy library for parents and story sacks can be borrowed for fifty pence. There are also enhanced provision packs and circle time packs which are used to good effect. Parents comment on how much their children enjoy and learn from these. ' Little owls are like gold dust, you can rarely get them!'

There are good imaginative/ home corner areas which are well set out. However, children would benefit further from seeing examples of everyday print that is found in the home, such as letters, newspaper, books or an Argos catalogue. There are excellent opportunities for dressing up. Sand and water areas have stimulating displays and are inviting and well set out.

There is a good balance of adult and child led activities. Children are able to take the play in their own direction. As well as using Birth to three matters and Early Learning Goals to plan and monitor children's progress staff use schemas, or patterns of repeatable behaviour, to monitor. Parents are offered 'jump start to music' which offers ways to learn simple musical games to play with baby.

All staff are trained in the Foundation Stage. Birth to three matters is used to good effect and is displayed on the wall for parents to see. Daily planning is evaluated at the end of each day.

Nursery Education:

The quality of teaching and learning is very good. Children make good progress towards the early learning goals. They benefit from staff that have excellent awareness of the Foundation Stage. This is reflected in a range of opportunities available to children. Children are interested in and involved in the variety of activities provided and respond to staff's use of open ended questions, which help to develop their learning. Children are happy and settled and share warm relationships with staff. Planned areas of continuous provision are available inside and out and allow children to consolidate concepts they have already learned.

There is a good balance of adult led and child initiated activities. Children benefit from excellent planning which covers all six areas of learning. Staff are skilled at adapting activities to meet the needs of the more and less able children.

Children are beginning to form friendships and develop good communication skills as they chat to each other during play. Parents are pleased that staff are always able to read to their child on demand. Children access tape recorders, telephones and puppets to develop their language skills.

Children are enthusiastic communicators. They are encouraged to experiment with language and staff use every opportunity to introduce new words. Children experiment with words and use descriptive language. Children interact and communicate well with others. They speak clearly and take turns to listen and talk. They show interest and awareness of the speaker. Children have opportunities for mark making.

During fruit tasting, the children are encouraged to use rich language to describe texture, taste and preferences. Children see examples of print and written words in all areas. Children have lots of opportunities to re visit and recall past experiences from labelled pictures of activities on the walls.

Children use phones, puppets and tape recorders to develop language and conversation. They introduce new words themselves, describing how the play dough

feels. They enjoy stories, songs and rhymes. Children talk with enthusiasm about the activities they are doing, they sit for sustained periods as they listen to stories and during a singing session, sharing and taking turns with the scissors and sellotape .They join in enthusiastically when staff show them how to repair a book. The children confidently ask for more at lunch time and request another drink. They show interest in their planned activities. They play well alone and in a group. Self help skills are being developed as children put on their own coats. Older children help younger ones and help to tidy away toys.

Children are beginning to respect the beliefs of others as they celebrate festivals. They know the order of the day and know when to line up to go outside and they sit appropriately for lunch. Children are confident to try out new activities and speak confidently in a group. They volunteer to sing songs in a group. Younger children can choose to join in or remain on the outskirts of the activity, well supported by staff.

Helping children make a positive contribution

The provision is good.

Staff use large laminated maps to help children to gain knowledge and understanding of the world. Rain Macs, Sou Westers and Wellingtons are provided so that children can enjoy taking advantage of naturally occurring events and different weathers. Grandma brings in a new baby for the children to see and a child who has left the centre is warmly welcomed back for a visit by staff and children. There is a warm, welcoming cosy atmosphere. There are key words on the wall for Spanish and Portuguese children. There are excellent examples of positive images and artefacts throughout the centre. There is a welcome mat in several languages. Salford link provides translators, and this service is offered to parents.

Children celebrate the festivals of others and their own. Outside, there are bird tables and opportunities to dig for mini beasts. Brian and Bryony the snail, who have 17 babies, are sleeping in a large tank for children to observe and information books re enforce children's learning. Children are learning to operate the computer using a range of simple programmes Children are enthusiastic learners. They are interested in their environment and the surrounding area. They post letters, visit the library, local shops and the park and are learning about people who help them in the local community, such as the lollipop lady and policeman. There are visits from the dental bus. Children take part in a broad range of activities to develop their knowledge and interest of the area. They take photographs when out. They have lots of opportunities to make good use of naturally occurring events, such as snow and rain. They can play out, whatever the weather, as boots and waterproofs are always accessible. There is continuous provision for outside play. Children access tools with skill and confidence. They use magnets, torches, computer, keyboard, tape recorder and box of electronic items well.

The centre supports children who have special needs. They liaise very closely with all professionals, such as the speech therapist and educational physiologist; there are health visitors on the premises. There is a large red cross on the light switch as a reminder for a child who is autistic and a special visual timetable. There are photos of

different areas of play for children to see. There is a named worker to support staff in working with children identified and a special needs support group is established. There is information on the wall for parents outlining what an individual Education Plan (I.E.P.) is, and what to do if they have concerns about their child's development. Children's spiritual, moral, social and cultural development is fostered.

Behaviour is very good throughout the centre. Staff are consistent, kind and have endless patience; they set good role models for behaviour. Star and sticker charts are used for wanted behaviour. A parent discussed how proud her child is of his chart and he insisted on returning home to collect it to show his key worker. There is a survival behaviour management course for parents and they stress how beneficial it has been to them in learning positive strategies for managing children's behaviour. They say it works very well.

Partnership with parents is good. Staff and parents enjoy excellent relationships and they praise the staff for the excellent progress their children are making and for the good support they always get. They find all staff to be always very approachable and caring. They feel that they get good information and feedback. They are always made welcome to stay and some are on the committee. This means that they are involved in interviews, such as for the manager's post and sit in on the presentations. Parents value the good observations and clear feedback on progress given by staff. They feel really involved and included in the care of their child.

Organisation

The organisation is good.

All staff are cleared by Salford local authority and new staff are never left alone. There is a full staff induction, which includes safety and child protection procedures and a staff development portfolio. The local authority has a good training programme and needs are regularly identified and reviewed at one to one sessions and the yearly appraisal. All staff have completed training in Birth to three matters and the Early Learning goals.

Room layouts are very well planned and staff evaluate times of day that activities are used, such as changing story or circle time if children become restless as they see parents arriving.

Leadership and management is good. There is a weekly staff meeting which this week is going through new information on working with children with disabilities. All meetings are minuted in detail. Excellent long, medium and short term plans are in place. There are three non contact times a week and staff work on an identified child's profile. Meticulous monitoring of progress involves all members of staff and includes photographs of each area to be ticked off, ensuring that there are no gaps. There is circle time twice daily and the focus changes. Children are taking turns and naming animals. Young and new children's individual needs are well supported by staff as children can stay on the edge of the group, sit on a settee or play alongside with their key worker. Planning is thorough and comprehensive feedback to parents on 'where their child is at', is clear and well explained. There is constant evaluation on where children are developmentally and which areas need support. The centre

feeds to 14 schools and there is good support for children before and after they move on. Centre staff can attend the school to assist in settling in if there are problems. There are transitional lunches held at the centre for school staff and prospective children and parents and the response from local schools is good.

Overall, the provision meets the needs of the children who attend.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

There are no complaints to report.

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 AND NURSERY EDUCATION

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.

The quality and standards of the nursery education are good.

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):

- ensure that encroaching ivy is made safe

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure that children have opportunities to see examples of everyday print in the home/imaginative play areas

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