



Beacon Hill Family Centre

Inspection report for early years provision

Unique Reference Number	EY315659
Inspection date	21 September 2006
Inspector	Kathy Ann Leatherbarrow
Setting Address	Warbreck Hill Road, Blackpool, FY2 0TS
Telephone number	01253 355 493
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Registered person	The Governors of Beacon Hill High School
Type of inspection	Integrated
Type of care	Full day care, Crèche

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?

Beacon Hill Family and Business Centre was registered in March 2006. The centre is located at Beacon Hill High School in Blackpool. The facility, which operates from a detached building has base rooms for children according to their age and stage of development and offers additional services for families.

The centre is open all year round excluding Christmas and Bank Holidays. Opening hours are from 08.00 to 18.00. The centre is registered to provide full day care for no more than 49 children under five years; of these, not more than 25 may be under three years, and of these, not more than eight may be under two years at any one time and a crèche for no more than six children under eight years; of these, not more than four may be under two years at any one time. There are currently 31 children on roll, five receive funded nursery education.

The centre supports children with special educational needs and for whom English is an additional language. There is a full time qualified manager in post who holds an appropriate early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is promoted well as they benefit from being cared for in a clean and hygienic environment. They follow sound hygiene practices by routinely washing hands before snacks and after using the bathroom, which is further enhanced by some good pictorial reminders which are displayed in the bathrooms. This is encouraged and well supervised by staff. The staff follow clear and effective procedures for nappy changing and serving meals, which effectively reduce any risk of cross infection and help to keep children healthy.

All children fully enjoy their meals. They are given a well balanced diet with healthy and nutritious food, prepared fresh daily. Mealtimes are relaxed social occasions in which the children socialise and take pleasure. For example, children enjoy sharing a bowl of tortilla chips to dip into their vegetarian chilli and couscous. Children are provided with frequent drinks throughout the day to quench their thirst. However, some infants are given juice in bottles, which has a negative effect on growing teeth.

There are sound procedures for recording information. Parental consents are in place should children have an accident, become ill or need medication. However, parents do not sign the medication record to acknowledge the entry. Staff hold relevant certificates such as first aid and food hygiene, which ensures that children's health and welfare is promoted.

Children enjoy a wide range of activities, which contribute to their good health. They play outside on a daily basis which ensures that they receive plenty of fresh air and exercise. However, the outdoor area is not fully developed to extend children's learning. There are some good outdoor activities, which are well planned and improve the children's physical skills. This is enhanced by the staff's good understanding of appropriate activities and level of support which enables the children to gain in confidence and to try out new skills. For example, learning to walk across raised stepping stones.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a bright, well maintained setting which staff make attractive and welcoming. They create a stimulating environment by making good use of the available space to display children's work and put out an interesting range of toys and equipment at each session. This helps to develop children's sense of belonging and interest in learning.

The environment is well-organised and ensures that children are able to move around safely; explore and play freely. They independently access and select good quality toys and resources

from a broad range of equipment which is suitable for different ages and abilities. This meets individual children's needs effectively.

Children are protected as good security arrangements are in place to prevent unwanted entry into the nursery. For example, there is a key-coded system in place to gain access to the nursery and close circuit television in operation at the entrance area. Effective procedures for the collection of children are in place and all adults are escorted into the nursery to maintain children's safety.

Children are fully protected as staff have a good knowledge of the signs and symptoms of child abuse. There are clear procedures in place should staff have any concerns. However, if staff are concerned about a child's wellbeing, procedures do not ensure confidentiality is maintained.

There are detailed risk assessments which help to ensure that children are kept safe. Staff take effective measures to ensure children's safety indoors and outdoors. Children learn to keep themselves safe through discussion with staff. For example, children regularly access the dust pan and brush to sweep up sand and the mop and cloths to wipe up water appropriately, so others don't slip.

Helping children achieve well and enjoy what they do

The provision is good.

The children are very settled, happy and content in the care of the supportive staff team. Relationships between the staff and the children are very good, which contributes to the children's wellbeing. The effective key worker system enables children to receive daily care from familiar adults who know them well.

The children clearly enjoy attending the nursery where the staff create a caring and fun atmosphere. Children become engrossed in a wide range of purposeful and developmentally appropriate activities. Playing with sand, water, gloop and paint provides children with a good range of sensory experiences and captures their interests and curiosity. Toddlers show fascination as they watch balls travel down tubes and eagerly repeat the activity. Babies spend time exploring different textures of natural materials and the contents of their treasure baskets. They enjoy watching themselves in low mirrors as they move their arms and legs and squeal with delight at the crinkling sound from the play mats.

Nursery Education.

The quality of teaching and learning is good. Staff have a good knowledge and understanding of the Foundation Stage, which enables them to support and promote children's learning effectively. Plans reflect a broad range of activities across the six areas of learning and clearly link to the stepping stones. Children participate in a good range of interesting activities, which staff adapt in accordance with each child's individual needs and interests. They deploy themselves effectively to encourage and question children's thinking. The children are motivated and making good progress towards the early learning goals. The effective observations and assessments mean staff are clear about each child's abilities so they can provide beneficial support and challenge to ensure progress is made.

Children settle well into the nursery and show a sense of belonging as they greet staff and each other. They are confident, lively and very much at ease in their surroundings. Good concentration is shown as they are involved and interested in activities throughout their day. The children display increasing self confidence and independence, freely selecting equipment for themselves and taking responsibility for their personal care, such as putting on their coats and shoes. Children persist at their play for long periods and develop their ideas and thinking as they take part in good quality planned activities. They seek out their friends as they play games and enjoy having fun together. Their levels of achievement as they progress towards the early learning goals are improving as staff focus more clearly on the stepping stones to achieve steps, such as using the computer and scissors competently.

Resources are good and further enhance the learning opportunities for the children with good levels of challenge appropriate to the children's age and stage of development. Children thoroughly enjoy well-planned outdoor, physical activities. They demonstrate good control over their bodies. They negotiate space successfully as they run around in the outdoor area, pedal bikes and push themselves along on scooters. Early number skills, colour and shape naming are progressing well. They use mathematical language to describe shape, size and volume as they use jugs and funnels in water play, and talk about needing a big jug to fill the tall funnel. Children are developing their language and thinking skills through good staff questioning and extension of their ideas. Children enjoy listening to stories and can articulately re-tell familiar stories they know well. However, there is a limited range of fiction and non fiction books for children to independently access. The three-year-olds can recognise their name as they self-register. They make many creative pictures and patterns as there are good opportunities for children to enjoy sand, water and free painting activities.

Helping children make a positive contribution

The provision is good.

Children's individual care needs are effectively well met because their key workers discuss all issues relating to their care with parents and carers and follow children's own familiar routines. Children feel valued because staff create an environment where they are treated fairly, equally and with respect. Children have access to resources and play materials that reflect diversity, which gives them a view of the wider world and broadens their awareness of others. Clear arrangements are in place to care for children with learning difficulties. Staff have attended training and work closely with parents and outside agencies to ensure children receive good support.

The children demonstrate a warm caring and kindness towards each other. They behave very well in the nursery, co-operating well at group games, sharing and taking turns. They enjoy the consistent praise and encouragement they receive from staff. The regular use of praise boosts children's self-esteem and their achievements are celebrated with enthusiasm. The caring environment created in the nursery ensures children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Warm and friendly relationships are established as staff work very well with parents. Good information is given to parents about the children's care and learning each day as they bring and collect their children. Their care is enhanced by

the sharing of relevant information between parents and staff. For example, staff complete a written record on a daily basis to keep parents up-to-date with their children's eating habits, sleeping patterns and achievements, which often includes a photograph. This benefits the children as closer links between home and nursery are created. Noticeboards provide parents with regular information on themes, activities and additional information on the intended curriculum and care needs to ensure they are well informed about what their children do at the nursery.

Organisation

The organisation is good.

Children's welfare is safeguarded as recruitment and vetting procedures are robust. Detailed documentation is in place, regularly reviewed and fully implemented by staff, who follow clear and effective routines to promote positive outcomes for children. This ensures children have a structured day and thoroughly enjoy their time at the nursery.

Staff have secure knowledge of childcare and use this to provide stimulating opportunities for children in all areas. They have access to regular training opportunities and use these to effectively develop their own knowledge and enhance the care of the children. Space and resources are organised well. As a consequence, children are confident to initiate their own play and show good levels of independence. Staff consistently interact well with children and are effectively deployed to give children good support and encouragement, which helps them feel secure.

The leadership and management of the nursery is good. The manager is a strong leader with lots of enthusiasm and commitment. She effectively motivates staff and is continually looking for interesting ways to develop and improve the nursery and the learning experiences for children. Extensive aims are in place for the future development so that children benefit from a quality service.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

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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):

- review practice of giving infants juice in bottles and ensure parents sign the medication record to acknowledge the entry
- revise child protection procedure to ensure confidentiality is maintained if there are concerns about a child's wellbeing.

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):

- further develop the outdoor provision to extend the good learning experiences provided indoors (also applies to care)
- further enhance the book area to provide a diverse range of fiction and non fiction books.

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