



St. Peter's Children's Centre

Inspection report for early years provision

Unique Reference Number	EY217322
Inspection date	12 September 2006
Inspector	Kathryn Margaret Clayton
Setting Address	St. Peter's CE School, St. Peter's Avenue, Cleethorpes, DN35 8LW
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Registered person	St. Peter's Children's Centre Ltd
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 satisfactory. 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?

St Peter's Children's Centre opened in November 2002. It operates from St Peter's Church of England Primary School and is run by a board of trustees. The facility is located in the centre of Cleethorpes. The centre is recognised as an 'Investors in People'. Opening hours are from 07.45 to 18.15 on Monday to Friday all year around except for bank holidays. The centre provides day care for 65 children under eight years of age and currently 120 children attend, including 36 children in receipt of nursery education funding.

Children under five years are cared for in a self-contained unit adjacent to the school. There is access to a small kitchen, children's toilets and a baby changing area. Out of school care is offered to children inside the school in a designated classroom or the main school hall. Children attend for a variety of sessions and the facility works with the local Sure Start scheme and

provides a crèche once a week. There are a number of children who have learning difficulties or disabilities and the group supports children who speak English as an additional language.

The centre has 12 members of staff who work with the children on both a part time and full time basis, all have qualifications appropriate to their post. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are happy and settled in the nursery because they are looked after by caring staff, who welcome them warmly and make sure they are comfortable. All children take part in physical activities during the day. Babies enjoy walks in the fresh air and young children access a good range of equipment, such as hoops, trikes, bikes, scoops and balls when playing outdoors. Older children are able to use a number of outdoor play areas and the school hall therefore, enhancing their interest and enjoyment and promoting their good health. Children are cared for in a clean environment where appropriate hygiene routines help to reduce the spread of infection. For example, staff make sure tables are cleaned using anti-bacterial liquid before children eat a morning snack.

Children are well nourished during their time at the setting. They enjoy healthy snacks of fresh fruit, and the nursery aims to provide them with five portions of fruit and vegetables every day. Staff make sure that children can easily access their own drinks within the playroom at all times, therefore, they start to learn the importance of taking regular drinks as a way to maintain good health. Babies' milk and foods are not labelled clearly with their full names when they are stored in the refrigerator and therefore, there is a possible risk to children. Children's health and welfare is promoted through staff showing an understanding of how to care for them following an accident and always having a number of staff who are fully trained in first aid on duty. However, the setting does not obtain written permission to administer medication, which is a risk to children and a breach of regulations.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very well maintained, secure and safe indoor and outdoor environment. The space is made welcoming to parents and children by having attractive displays and well organised play areas. Babies enjoy a quiet sleep area and direct access to outdoors. Low mirrors within the play area help them to gain a sense of belonging. Children who attend the out of school club benefit from having access to their own room with adjoining facilities. There is a good range of toys and equipment to support the care of babies and young children, and toys are rotated for interest. Children remain safe because the security of the nursery is good and staff make sure all areas are checked for safety before children arrive.

The setting actively promotes children's understanding of safety. For example, through discussions about road safety when on local walks, and by inviting people, such as a crossing

lady and police officer to talk to the children. Children remain safe on outings because staff maintain close supervision and individual risk assessments are completed for each visit. Staff take good steps to safeguard and promote children's welfare. They have a good understanding of their role with regard to child protection, and are aware of what to do should they have any concerns about a child. Children's safety in the nursery is supported by an extensive range of policies.

Helping children achieve well and enjoy what they do

The provision is good.

Children are involved in a broad range of well planned activities that support their development and learning. For example, young children enjoy making name mobiles, sand and water play, construction and sorting activities. They explore confidently and show good self-esteem because of the strong relationships with staff. Staff talk effectively to children as they play therefore, promoting their language development, for example, when children play imaginatively with soft toys. Children have times when they initiate their own play and many concentrate well. They enjoy good sensory experiences, such as making a worm pie with sand.

Babies enjoy cuddles and good eye contact with staff and a lot of individual attention. Staff settle babies easily when they first start to attend therefore, they are happy and involved in play. Children's progress is effectively assessed and the information used to help to plan the next step to support children's learning and development. Children who attend the out of school club make their own choices in play. They are confident and settle easily and play well imaginatively, for example, with a castle and play people. Children are involved in choosing activities, such as visits they would like to take place during the school holidays. Outings are planned at least two or three times a week to places, such as Haverstoe Park, the beach, People's Park and Weelsly Woods.

Nursery Education

The teaching and learning is good and children progress well towards the early learning goals. Staff plan a clear and well organised programme of activities and use a good system to ensure coverage of all relevant aspects of the foundation stage curriculum over time. Children have the opportunity to work in small groups with their key workers and during this time a challenge is planned for more able children. However, there are times, during structured and free play sessions when there are missed opportunities to extend children's learning. For example, children do not have regular opportunities to make marks in a meaningful context, such as making a shopping list in the home corner.

Many children are independent in the play area. They settle easily to a good choice of play and learning opportunities, such as sand and water play, role play, computer games and printing. Children concentrate well and persevere for some time with tasks, such as completing a chalk picture. Staff have high expectations of children's behaviour and children behave very well. All children respond very eagerly to instructions, for example, when staff ask them to help to pack away. Staff use praise and encouragement, and reward children with stickers when they are helpful, therefore children develop a good sense of self-esteem. Many children speak confidently and clearly. They recognise their names and sometimes ascribe meanings to the marks. They

are aware of shapes that are the same and different, for example, when playing a shape matching game on the white board. Children confidently match patterns and use the language of size correctly when playing with compare bears. Staff are consistently effective in taking opportunities to encourage children to count, three children in the home corner and five cartons of milk, for example. There are opportunities to become aware of larger numbers within the environment.

Children are very interested and show good control of the mouse when playing a computer game. They learn about their environment as they talk about weather conditions at circle time, for example. There are a good range of planned opportunities to learn about the natural world during visits in the locality, for example, to Rushmore Country Park, where children can see and sometimes handle animals. Many children hold pencils, crayons, and chinks correctly, and share good awareness of their bodies and how they are growing. Children negotiate space well and run confidently with pleasure and control, for example, when playing a game with hoops in the large hall. The different play areas within the school offer children good physical play opportunities. They are able to practise climbing skills and use the good range of small equipment confidently. Children explore colour and texture with interest when completing hand prints, for example. However, they do not routinely have independent access to a wide range of materials that they can use to express themselves creatively.

Helping children make a positive contribution

The provision is good.

Children are cared for in a calm and positive atmosphere where they feel valued as individuals and start to learn about acceptable behaviour. Babies enjoy seeing their own reflection in mirrors, this helps them to gain a positive self-image. The nursery provides a good range of resources that promote a positive view of diversity. These include posters, dolls, dressing up clothes, books and puppets. This helps to foster children's spiritual, moral, social and cultural development. Children behave very well because positive strategies are used by staff to reinforce their understanding of acceptable behaviour. One example of this is when children are rewarded for being successful with potty training. Children who attend the out of school club benefit from being able to set their own club rules. This helps them to learn to take turns and play well as a group, for example, when playing an imaginative game with dinosaurs. Parents are given a very friendly welcome by staff. They benefit from having access to good information about the setting. The parental handbook is useful and information is shared in a variety of ways including a daily baby diary.

The partnership with parents is good. Parents are involved in helping to complete an assessment of children when they first start to receive nursery education funding. They are involved in their children's learning in a number of ways. For example, the nursery invited a parent who was a police officer to speak to the children. Parents are informed about the nursery education provision through clear prominent planning within the playroom and a useful parental booklet. They are kept well informed about their child's progress through having access to informative written assessments every term and when attending the annual open day. They have access to their child's key worker at any time and receive good verbal feedback everyday.

Organisation

The organisation is good.

Children are cared for by a well qualified staff group who enjoy effective and supportive leadership. There are good strategies in place with regard to staff appointment and their development. Following an effective induction staff receive regular one to one meetings and good opportunities for ongoing training. Staff work very well as a team and are supportive of each other. Routines and responsibilities are clearly understood with key staff taking the lead. The premises are well organised to meet children's needs. Each age group have their own area and the provision for outdoor play is good.

The leadership and management is good. Management are effective in monitoring their own strengths and weaknesses and work closely with the local authority. Time is spent evaluating the nursery education provision and areas for improvement identified and improved. Management and staff show a very good attitude towards ongoing improvement and development. Most records are maintained to a very high standard. The exception to this is the documentation relating to administration of medication; which is not organised effectively to fully support the children's welfare and safety. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection a number of recommendations were raised relating to improving the planning for individual learning, and ensuring children have access to outdoor play and resources that promote equality of opportunity. The setting were asked to improve staff interaction with children during meal times. Children's enjoyment of meal times has improved with the support and encouragement of staff. They are able to make good choices in play and have access to a wide range of toys and play equipment. They benefit because staff plan using the 'Birth to three matters' framework and consider their individual needs. Children gain a positive image of diversity through having access to a good range of appropriate resources. Children's health is promoted, as the nursery now plan for regular outdoor play experiences and use a number of play areas.

Complaints since the last inspection

Since the last inspection 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):

- obtain written parental permission to give medication to children
- ensure all children's food and bottles are clearly identified in the refrigerator.

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):

- provide a challenge for more able children
- provide more opportunities for children to express themselves creatively by having access to a wide range of materials.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk