



Chaul End Children's Centre

Inspection report for early years provision

Unique Reference Number EY317340
Inspection date 29 June 2006
Inspector Susan Marriott

Setting Address Chaul End Centre, Dunstable Road, Luton, Bedfordshire, LU4 8QW

Telephone number

E-mail

Registered person Shagufta Anwar

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 satisfactory.

WHAT SORT OF SETTING IS IT?

Chaul End Children's Centre Nursery is one of two nurseries run by this provider. It opened in 2005 and operates from a purpose-designed unit within a community centre in Luton, in Bedfordshire. It has a large open-plan playroom, kitchen, toilet and office facilities and access to outdoor play space. A maximum of 22 children under five-years-old may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 48 weeks of the year.

There are currently 15 children aged from six months to under five years on roll. Of these, 15 children receive funding for early education. The children mostly live in and around the local area. The nursery currently supports a number of children with learning difficulties and/or disabilities and is also able to support children who speak English as an additional language.

The nursery employs five members of staff. Of these, three hold appropriate early years qualifications. Staff receive support from a development worker and teacher from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because staff follow effective health and hygiene policies and procedures overseen by the manager. Sick children are excluded from the provision to minimise the spread of infection. The premises are maintained in an extremely clean and hygienic state. For example, there is a 'no shoes' rule to prevent the transfer of germs to crawling babies and staff contribute to additional cleaning at weekends to maintain high standards of cleanliness and hygiene. Tables are regularly sprayed with anti-bacterial spray and the food preparation area is kept very clean to prevent cross contamination. Children receive appropriate first aid because all staff hold suitable first aid qualifications and the first aid box is accessible, very well stocked and contents checked regularly. Staff diligently record accidents and include the relevant details to secure children's health and safety. However, the setting has overlooked the requirement to request permission to seek medical advice or treatment in emergency situations. Children learn about germs through the daily routines because staff remember to promote discussion about the reasons for hand washing before food and after visiting the toilet. Thoughtful provision is made for children to rest and sleep according to their needs in a cosy quiet corner separated from the main nursery by net curtains.

Children benefit from a healthy diet where all snacks are nutritious and prepared on site. Snack time is being used to good effect as a learning time for children, promoting literacy, numeracy, social skills and independence. For example, children count the number of children at the table and help to calculate how many cups will be required. To celebrate the birthday of a staff member, children enjoyed an ice cream treat for snack. Children discussed with staff what each colour of the neopolitan ice cream might taste like. Everyday snacks include a healthy range of fruit and vegetables and children have the choice of milk or water, which they mostly pour themselves. Children do not become thirsty whilst playing because they can ask for a drink at any time. Older children may bring a packed lunch from home or may request food from the centre kitchen and emergency supplies are always kept so that children are well-nourished. Staff ensure that the food is stored correctly and work with parents to ensure that children's dietary needs are properly met.

Children experience a wide range of learning opportunities and enjoy themselves in the delightful outside garden area, enhanced with jungle murals and careful planting

of hedging, herbs and flowers. They usually enjoy a free-flow play system where they can choose whether they play indoors or out and can wander between the two options. For example, children can ride their bikes and wheeled toys around the 'textural roundabout' and enjoy blowing bubbles, playing with streamers and using small equipment. Staff provide varied opportunities for children to pursue activities outdoors such as sharing books and construction toys, play dough, water and sand. The larger hall within the centre is available for vigorous indoor activities and staff utilise this when they require more space. For example, during recent work on 'shape', the children went into the hall to make shapes on the floor with their bodies. These activities enable children to develop control of their bodies and improve their physical skills through a generally appropriate level of challenge.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Staff give high priority to the security of the premises and the entrance door to the room where the children are is kept locked at all times. Staff effectively monitor the front door access and visitors to the setting to ensure children's safety. The manager monitors the daily routines of the playroom via video link to the office and this enables her to protect children and staff alike. Room risk assessments are completed on a daily basis. However, staff do not practise their evacuation drill with sufficient frequency to ensure that all new staff and children are familiar with the procedure. Children are warmly welcomed and cared for in a purpose-designed, safe and secure indoor and outdoor environment. The setting uses space creatively and areas are set aside for dedicated activities. Children have independent access to a wide range of high quality resources which actively promote their care, learning and play. Children's welfare is robustly safeguarded because they are protected by informed adults who understand current child protection policies and procedures. The manager holds the responsibility for Child Protection in the setting and has received suitable training in this field.

Helping children achieve well and enjoy what they do

The provision is good.

The newly assembled staff team are suitably qualified and are beginning to work well together as a team. They follow children to the activities which attract their interest and provide effective support to draw learning from play. This promotes positive outcomes for children. Staff provide positive role models and give sensitive support to all children. They demonstrate a genuine affection for children; they respect children's feelings, value their comments and clearly enjoy their company. Children are happy, settle quickly and relate well to other children and staff. Practitioners encourage and build children's vocabulary through constant praise and recognition. Staff adapt their questioning to reflect each child's stage of development. This helps them meet the needs of all children. Staff use the 'Birth to three matters' framework to underpin the foundations of the educational programme for younger children. For example, babies and toddlers benefit from the introduction of 'treasure baskets' to encourage them to use their senses to explore natural and man-made objects which

feel and sound different. Babies are happy and settled because staff are welcoming and give them lots of cuddles and attention. They benefit from a very good relationship with the staff, which increases their well-being and sense of trust. Younger children happily play together, and are beginning to take turns, share and to talk to others. They experiment with crayons, pencils and chalk, and explore sand, paint and dough.

Nursery Education

The quality of teaching and learning is satisfactory. Children are making steady progress towards the early learning goals given their ages and starting points because the staff make the most of the daily routine to include further opportunities for learning. Staff work well as a team to prepare toys and equipment in advance and mostly achieve a good balance between adult-led and child-initiated activities. Staff ask questions to which there is more than a limited 'yes' or 'no' answer and this makes children think. Practitioners have a developing knowledge of the Foundation Stage and plan to provide an overall balance across all six areas of learning. Planning largely reflects the curriculum guidance, but remains somewhat detached from it because activities are not appropriately referenced to the stepping stones to guide less confident staff and ensure a clear focus to secure and progress children's learning. An overly complex assessment system is in place which confuses staff who do not yet have a secure understanding of the Foundation Stage and relevant requirements. Detailed and conscientious observations are made but the staff do not know how to link planning, observation and assessment in a complete and logical cycle to enable children's progress to be tracked against the stepping stones. Assessment does not yet provide sufficient information to fully support children's progress and learning. Planning is not based upon what children know and can do because the records cannot be used to inform the next steps in children's learning.

Children's personal, social and emotional development is nurtured well. Children enjoy the activities on offer, and are beginning to concentrate and persevere well to complete tasks. Staff positively encourage children to share and support play effectively to achieve this. For example, children begin to squabble over the play dough. A staff member calmly explains that fighting over the dough will simply break the model and disappoint the other child sitting at the table. She suggests a resolution to the problem and play resumes harmoniously. Children willingly help to tidy up and two children cooperate well as they wash the tables after a painting activity. A child knocks another child's coat off the peg and a staff member says 'perhaps you could pick it up and hang it up nicely'. The staff praise the children for their helpfulness which reinforces children's self-esteem and confidence.

Older children enjoy singing their 'shape song' to develop their listening skills and are beginning to make verbal contributions at whole group circle time. Children experience many opportunities to make marks in preparation for early writing skills as they draw, paint and crayon. Children build and construct with a variety of construction materials, sand and water. However, children do not have regular opportunities to explore and investigate the world around them or to experience a simple computer or programmable toys. Children have the opportunity to use a range of tools and equipment safely as well as run about, pedal bikes and use small apparatus such as bean bags and balls. The outside area is being used to its

maximum potential to support learning in other areas of the curriculum. For example, plans show that children will grow vegetables and flowers. Children have opportunities to experiment freely with musical instruments and they thoroughly enjoy a familiar repertoire of action songs and rhymes. The programme promotes children's creative development through a satisfactory range of arts, crafts and sensory play.

Helping children make a positive contribution

The provision is good.

Children from the local ethnically diverse community are warmly welcomed and included in all activities. Children develop their understanding and appreciation of other cultures through a wide range of resources and activities that promote a greater awareness of the wider world. They have daily contact with visitors from the disabled community who use the centre during the day. For example, the children wave to their 'friend' in a wheelchair as he passes the nursery windows. This enables the children to develop a positive attitude to others. Children are generally well-behaved in response to the positive role models presented by the staff and their consistent expectations. Children receive lots of praise and encouragement for their achievements and staff suitably challenge any inappropriate behaviour with a firm, kindly approach supported by simple explanation. For example, a child who climbs on a table is reminded that this is dangerous and the child might hurt themselves. Children are actively encouraged to take turns and show concern for others. This positive approach actively fosters children's spiritual, moral, social and cultural development.

Staff are beginning to develop warm partnerships with parents to support children's progress in learning. A daily dialogue on delivery and collection of their child and the option of a daily diary system provides parents with information about the care and education of their children. However, there is little information about the educational programme for parents or carers of children who receive nursery education. The partnership with parents of children who receive nursery education is satisfactory.

Organisation

The organisation is good.

Positive outcomes are promoted for children through the effective organisation of the setting because the manager monitors the provision to ensure that her clear vision for the future development of the nursery is moving forward. Most staff hold appropriate qualifications and demonstrate growing confidence in their childcare practice. Much has been achieved since the nursery opened and they are aware that much remains to be done as 'work in progress'. Generally effective recruitment and induction procedures are in place. However, the system for recording children's attendance is not easily manageable and means that registers do not always accurately reflect the numbers of children on the premises. This potentially compromises children's safety in an emergency situation. Staff sign in and out on the register using a system which does not provide an effective record of staff deployment and ratios. Documentation has recently been reviewed and complies with the National Standards and

associated regulations. The informal development plan provides a clear focus on pertinent issues such as further training for staff, healthy eating education, the development of the quality of teaching and improving the system of monitoring and evaluating the setting.

The leadership and management of the nursery education is satisfactory. The staff's training needs have been identified and a training programme is in place to improve their confidence, knowledge and understanding of the Foundation Stage. The staff are well-supported by management in the implementation of an effective programme of learning. Children are supported in their play and learning because of the on-going development of the organisation and the improving knowledge of the staff. Children's self-esteem is nurtured in this environment because the staff are consistent, kind and friendly. Taken overall, the needs of all children are met.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration. 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):

- ensure that parental permission is sought at the time of placement, for staff to seek emergency medical advice or treatment in the future
- ensure that fire drills are carried out with suitable frequency and recorded in the fire log

- continue to develop your use of the 'Birth to three matters' framework to underpin the care, learning and play for children under three-years-old
- ensure that the register records the times of arrival and departure of children and staff.

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):

- simplify existing planning systems to provide a useful reference for staff. Ensure that plans show what children are intended to learn and how staff are going to achieve this. Evaluate the activities to show whether the intended learning has been achieved and how the activity might be improved in the future
- continue to develop assessments to ensure that children's progress can be tracked against the stepping stones and the information used to plan the next steps in children's learning
- improve the provision of information about the educational programme for parents and carers.

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