



Whitmore Reans Childrens Centre

Inspection report for early years provision

Unique Reference Number	EY331791
Inspection date	02 October 2006
Inspector	Lesley Jane Bott
Setting Address	Lansdowne Road, Whitmore Reans, Wolverhampton, WV1 4AL
Telephone number	01902556585
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Registered person	Sure Start in Whitmore Reans & Dunstall
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?

Whitmore Reans Children's Centre has been registered since 2006. It operates under the leadership of 'Sure Start in Whitmore Reans and Dunstall' and is situated close to the centre of the city of Wolverhampton. Full day care is offered for children under three years in the Children's Centre, with additional provision for children aged from three to five years in the Early Years unit attached to West Park School. The main centre also offers a crèche service for families linked to training and vocational courses being held in the Children's Centre. There are fully enclosed outdoor play areas to both buildings. The Centre is registered to care for 40 children aged under three years, with crèche registered to care for 18 children aged under eight years. The other building is registered to care for 40 children aged from three to five years. Currently the setting has 59 children on roll, of these 11 receive funding. Full day care operates from Monday to Friday, 08:00 to 18:00. Crèche sessions are provided as and when required. All provisions are available all year round.

There are currently 18 staff working within the setting, all of whom hold child care qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Good health and hygiene procedures in place by staff ensure that children's health within the setting is well supported. Children learn the importance of personal hygiene through good daily routines and are independent in their self-care skills. Younger children know to wash their hands after going to the toilet and before eating their food. However older children are not always encouraged to wash their hands before eating, consequently this impacts on their health. After lunch the children brush their teeth, this helps to keep children healthy. Policies and procedures are in place for sick and infectious children, to help prevent the spread of infection.

All children's dietary needs are fully discussed with staff and parents prior to the children starting, and are included on the registration form. Food provided is healthy and nutritious. A vegetarian option is offered daily for children with special diets, and alternatives such as soya milk is available to ensure children's individual needs are met. Planning shows that the menu is on a four week rota to ensure that children enjoy a variety of food. Drinks of milk and water are offered regularly throughout the day.

Children have daily opportunities for physical and outdoor play. They are excited about going outside looking for ants to put into their ant farm and enjoy jumping and climbing over the wooden equipment. Sections of the outside area are covered to ensure that children are still able to play outside even when it is raining. The opportunity for children to use the outside when they want to allows children to develop a positive attitude towards a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Good appropriate safety and security procedures undertaken by staff ensure that risks to children are limited and they are cared for in a warm and welcoming environment. For example, access to the setting is well monitored with parents signing in at the reception before being allowed to access the children's rooms. Parents also sign their children in on arrival and departure within the rooms. However this does not always happen, and not all children are signed out by parents at the end of the day. This consequently could impact on the safety of the children as staff would not be aware of the numbers of children within the nursery. The outdoor area is fully enclosed and secure and daily risk assessments are carried out to ensure children's safety. Fire evacuation procedures are in place and children are aware of these due to regular fire drills. This means that children know how to keep themselves safe in an emergency.

Children use a variety of safe and age-appropriate resources within the nursery. Staff explain safe practices to children, such as sitting properly on their chairs, and the importance of road safety when walking outside. This helps children learn to take responsibility for keeping themselves safe.

All staff have a good understanding of child protection issues and have attended Level 1 training. Children are protected due to staff's good understanding of their role in child protection and knowledge of procedures. Reporting concerns are fully understood by staff, and the designated person has attended Levels 1 and 2 training courses. This ensures that children are fully protected from harm.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident in the setting's welcoming and caring environment. Young babies receive lots of cuddles and enjoy the positive interaction they receive from the staff. High importance is placed on providing variety for all children, and staff follow the 'Birth to three matters' framework as staff provide activities which are challenging and stimulating. Young babies and toddlers show good interest as they explore, look at their reflection in the mirror and climb the steps. Photographs of children's profiles are displayed around the room show how children have taken part in activities with lots of smiles and enjoyment. These are linked to the elements of the 'Birth to three matters' framework and changed on a regular basis for parents and children to view.

Children play happily together, using resources such as dressing-up clothes, home corner and outside equipment, particularly enjoying the sandpit. Staff promote children's language and communication skills. They sing action songs and make regular visits to the Sure Start 'Music and Movement' sessions on a Friday at the local Newhampton Centre, which they walk to. Consequently children are learning to develop their speech and are able to express their needs confidently. There is a good range of resources throughout the nursery which are organised well in all rooms. Children can access all equipment through well positioned low boxes which allow for children's curiosity to be extended and developed.

There are good systems in place for observing and recording children's progress. Currently staff make weekly observations of activities that children take part in and use this information for evaluation and planning for the following week. Records show clearly how children are progressing.

Nursery education

The quality of teaching and learning is good. Staff have a sound knowledge of the Foundation Stage and a good understanding of how young children learn and progress. Current planning is good and links to the six areas of learning. Children have free play during the day where they can move around in the Early Years Unit from room to room, choosing for themselves what activities to take part in. Observations of all children are carried out by all staff, as well as key workers who observe their own children on a daily basis. Observation details are noted on post-it notes and transferred to individual files on a weekly basis. These observations are monitored and evaluated to ensure that all children access all the six areas of learning on a regular basis, for example mathematical activities within the creative room. Staff use appropriate methods to maintain children's interest, sitting with children, asking questions and extending their play during all activities. However baseline assessments need to be more detailed to enable staff to evaluate children on their entry into nursery.

Children are interested and motivated to learn. They enjoy new activities and the ability to move around and choose for themselves what activity they want to access. However children are not allowed to develop their personal independence around routine tasks such as snack and meal times. Staff prepare and set the table for the children, not allowing them the opportunity to extend their independence which they experience during the play time. Children understand and use numbers well. They count up to ten confidently as they count the children at snack time and enjoy finding the numbers in the leaves and finding matching pairs. Children develop an initial sense of time and place, they talk about their family and the wider community at circle time and use local facilities, for example walks to the park and use of the sensory garden at a nearby school. They develop and extend their exploration and investigation skills as they learn about change when adding colour to the play dough. They enjoy building with construction sets and show sustained concentration levels with the big blocks making a house for the persona dolls to live in.

The good use of the indoor and outdoor area helps the children to develop all of their physical skills well. They use one-handed tools competently as they draw their pictures and use different pens and chalks at the writing table. They are able to express themselves freely through painting which is always available and other textures such as play dough, water and sand. Children explore and discover books in the book corner, knowing how to use and handle books for enjoyment. Children understand rhythm and sounds as they enjoy a music session within the school once a week.

Helping children make a positive contribution

The provision is good.

Staff ensure that children's individual needs are met by discussion with parents, for example sleep patterns in the baby room and ensuring that special diets are catered for. New parents arrange for a viewing of the nursery and only one new child is taken on each week to ensure that children are settled. There is a good range of resources to promote positive images of different cultures, gender and disability. Children celebrate different festivals throughout the year to help them raise their awareness of diversity. This helps children to develop their knowledge of the wider world. Children enjoy positive relationships with the staff and their key workers. All children are valued and respected as individuals. Their confidence and self-esteem is developed well by staff with use of praise and encouragement during the day. Although the setting has currently no children on roll with special education needs or disabilities the policies promote inclusion for all children and support is in place if needed.

Children behave well and respond positively to the boundaries set by staff. They take turns to share and help each other at tidy-up time. This positive approach fosters children's spiritual, moral, social and cultural development. Staff praise children for their positive behaviour and stickers are given to children throughout the day for specific good deeds of sharing or taking turns. Children know what is right and wrong and know to wear aprons for eating and other aprons for painting.

Partnership with parents and carers is good. Parents are given good quality information about the provision from an organised viewing of the setting through to a detailed welcome pack. Daily diaries are in place for the parents to view each day and termly parents evenings keep

parents up-dated on their child's progress within the setting. Good communication between the staff and the parents ensures that they can be involved in their child's learning.

Organisation

The organisation is good.

There are effective recruitment procedures which ensure that all staff are appropriately vetted and there is a suitable level of qualified staff who work with the children. All staff within the setting have Criminal Records Bureau and reference checks undertaken before they start work and all hold at least level 2 child care qualifications. Although the procedure for completing the register in one room needs to include departure times of the children to ensure that staff are aware of who is in the nursery. All required documentation is in place and records are stored confidentially within the main office, with each room having appropriate information sheets for each of their children.

Induction training is in place for all new staff and any students taken on by the setting. This ensures that staff fully understand their roles and policies and procedures that are in place. The leadership and management of the setting for children who receive nursery education is good. Supervision sessions are held every six weeks, and staff meetings and room meetings are carried out on a regular basis. Professional development of staff is managed well so that they are continually improving and have the opportunity to attend training.

Overall children's needs are met.

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):

- improve record of attendance to include actual hours of attendance for all children
- ensure that older children are encouraged to wash hands before eating.

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 system to assess children's baseline assessment.

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