



## Hateley Heath Childrens Centre

Inspection report for early years provision

<b>Unique Reference Number</b>	EY333072
<b>Inspection date</b>	13 November 2006
<b>Inspector</b>	Permjit Tanda
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<b>Registered person</b>	Hateley Heath Primary School
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	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](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

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.

### WHAT SORT OF SETTING IS IT?

Hateley Heath Children's Centre (Bright Futures Children's Centre) opened in May 2006. It operates from facilities adjoining the early years unit at Hateley Heath Junior & Infant School which is located in West Bromwich. The purpose built nursery comprises of two play rooms and a fully enclosed outdoor play area. The nursery serves the local community and surrounding areas.

The nursery is registered to care for 52 children from birth to five years. Currently there are 27 children on roll. The nursery is open Monday to Friday from 08.00 until 18.00, for 48 weeks of the year. Children attend a variety of sessions and wrap around care is also provided for children who attend the nursery at Hateley Heath Junior & Infant School.

Ten staff work directly with the children of whom all hold a recognised early years qualification. The setting receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are welcomed into a child-orientated, clean environment where they can play, rest, sleep and be active according to their needs. Children stay healthy because staff follow current and appropriate environmental health and hygiene guidelines, policies and procedures. The good adult support and guidance helps children gain an understanding of appropriate hygiene and they become increasingly independent in their personal care. As part of the daily routine children learn about the importance of hand washing before meals and after using the toilet.

Children make effective use of the garden because it is inviting and available throughout the day. The area is organised well to help children be self-sufficient and is a good extension of indoors, for example, children spend much of their time purposefully engaged in painting, digging and sand play in the open air. Others enjoy using tricycles and learn to negotiate obstacles. Indoors children engage in fun activities such as dancing and moving to music and therefore develop a positive attitude towards physical exercise. Opportunities for children to explore test and develop physical control through a varied range of challenging equipment and resources are less well planned.

Children are well nourished and hydrated throughout the day. They benefit from nutritious meals, snacks and drinks which appeal to them, for example, at snack time children enjoy a good selection of fresh fruits, milk and water. Children's special dietary requirements and preferences are catered for well. Staff are attentive to the needs of babies who are weaning and they are fed according to their individual needs and benefit from meals which are low in sugar and salt.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a stimulating environment where risks of accidental injury are minimised because staff are vigilant and use thorough risk assessments to reduce potential hazards in the environment. Staff have a good understanding of how to achieve a balance between freedom and setting safe limits. They introduce and involve children in organising their environment, allowing them to trust and explore their environment fully. Children learn to keep themselves safe through their daily experiences and staff gently remind them of the boundaries in place and the reasons for them.

Children freely use good quality equipment appropriate to their age and stage of development. All resources and equipment are checked and monitored regularly for safety.

Children are protected by staff of whom all have a sound knowledge and understanding of child protection policies and procedures. All the required policies and procedures for the safe management of the setting are in place and regularly updated.

## **Helping children achieve well and enjoy what they do**

The provision is good.

All children arrive happy and eager to participate. Those who are new to the nursery are helped to settle by staff that are sensitive towards their individual needs. Children make good progress because staff recognise the uniqueness of each child. Close and caring relationships increase children's sense of trust and help them develop a strong sense of self. Babies under two years have many opportunities to explore and discover through a varied range of creative activities. Babies freely use the paint, sand and water with interest. They have daily opportunities to increase their sensory skills through experiencing activities such as jelly and coloured and scented ice cubes. Babies delight in playing with the coloured rice they confidently use their hands and paint brushes to move the rice around the tray. They have the freedom to engage and play with the many natural items such as stones, pebbles and wicker balls. An older baby is given the time to explore a basket and takes a reflective, foil plate, wooden spoon and card tube, he shows a real interest in the textures, then rolls a ball with the foil and puts it in the tube, only to discover it is stuck. Staff engage and support him well when necessary. Babies make contact with adults and gain their attention and staff build and support their early communication through good eye contact, the use of facial expressions and varied voice tones. They benefit from their individual room this allows them the freedom to explore and investigate safely. Staff are warm, caring and attentive to their needs. Babies become self-assured, for example, they easily crawl around the room and pull themselves up confidently on to fixtures and happily call for attention.

There is a strong focus throughout the nursery for children to develop a healthy independence and increase their self-help skills. Children over two years benefit from a playroom which is organised with their needs in mind. This means children have the autonomy to decide what to do and have access to the outdoor area throughout the day. They have the confidence and ability to initiate their own play and do so with ease as they move around their play room selecting what they want to play with. Children are inquisitive and curious, for example, children independently collect leaves from the garden paint them and stick them to the mirror on the wall, others spend much of their time digging the soil to see what they can find.

Children often become inspired and eager to participate through a stimulating environment and activities. Children experiment with colour and light using artificial light sources. They become curious with the world of light as they experiment with the light box observing and exploring its effects when different items such as glitter, marbles, feathers, jelly and sand are placed inside it. The nursery environment reflects the Reggio Emilia philosophy which allows children to experiment and have the freedom to choose where and with whom to invest their curiosity. Staff are developing their knowledge of the philosophy and on occasions do not always make effective use of the opportunities that arise throughout the day to develop the children's language and thinking. Staff plan weekly activities which are guided by their observations of the children's play and interactions. This system helps them plan for the next steps in children's development and learning. Children's creativity is fostered well. They make good use of the art and craft area and experience using various painting techniques and independently use a range of materials to make collage. A group of children sit on the floor painting on a large sheet of paper each child is absorbed in what they are individually creating, for example, a child paints her own hands and smells the paint before she pats it gently on the

paper. This approach allows the children to explore and investigate at their own pace without the pressure to move on to the next task. On another occasion many children sit next to each other involved in creating their own design with glitter and feathers. Children show good levels of involvement and staff support well when necessary.

Children increase their mathematical thinking through sorting, making pairs and recognise numerals and count objects of interest such as pasta and natural materials, through the creation of a mathematical area. Children develop their pencil control through making marks on paper and posting them in the post boxes in the literacy area and freely use a range of crayons in the art area. Children show a fondness for books they are readily made available in baskets around the room and many children freely choose to look at books and approach adults to read them a story.

Children acquire new knowledge and skills as they learn about the world around them and how things grow they have many experiences which ensure they are making connections about their environment through exploring the leaves, twigs and insects found in the garden.

Children achieve well because the staff are confident and understand early years guidance, such as the 'Birth to three matters' framework.

### **Helping children make a positive contribution**

The provision is good.

All children are welcomed and are given the opportunity to take part in the session. Children gain self-assurance through warm relationships with staff that are aware of children's individual needs. Babies are fed and sleep according to their individual needs and routine throughout the day. Babies are well nourished and staff are attentive to their needs at meal times and support them accordingly. The small size of the groups and familiar staff team means the children's individual needs are met well. Children are valued, respected as individuals, and treated with equal concern as the staff have a secure understanding of equality issues. Staff are able to adapt the environment and activities to meet the children's special needs. Children learn about the wider world through planned activities and resources reflecting positive images of race, culture and gender.

Behaviour is good and children play with each other in harmony. Staff support children in sharing and turn taking and children understand what is expected of them. Children respond well to gentle reminders to care for the environment, the resources and for each other. Staff set consistent boundaries for the children, which helps them learn to negotiate with others and take responsibility for their own behaviour. Children learn to understand right and wrong in a positive environment where staff build on good behaviour through praise and reward.

Children's needs are met well because staff actively seek parent's views about their children's needs and interests before the child starts at the setting. There is an efficient system in place to inform parents about children's daily activities through the use of a daily record book, discussion and photographs. Children benefit from the involvement of their parents in nursery life, which contributes to their well-being at the setting.

## **Organisation**

The organisation is good.

An effective recruitment and selection procedure means that children are cared for by suitably qualified staff. The management team are committed to improving the service provided and this is addressed through regular staff monitoring and training opportunities. Staff give good regard to the well-being of the children they care for and the key worker system adopted ensures staff communicate well to meet the children's needs.

An effective induction programme and commitment from staff ensures all adults work well together to promote children's health, achievement and enjoyment. Children feel welcome because staff adopt a warm, relaxed approach. The environment is organised well and play resources and activities meet children's needs. Indoor and outdoor space is laid out to maximise play opportunities for all children. All legally required documentation, which contributes to children's health, safety and well being is in place and regularly reviewed.

The well motivated and committed management and staff team all contribute to the day to day running of the nursery and its continued improvement and development. Overall, the provision meets the needs of the range of 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.

## **THE QUALITY AND STANDARDS OF THE CARE**

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.

## **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):

- increase the opportunities children have for physical play

- make better use of the learning opportunities that arise throughout the day to increase the children's language and thinking.

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](http://www.ofsted.gov.uk)