



Little Treasures at Wheeler Children's Centre

Inspection report for early years provision

Unique Reference Number	EY337000
Inspection date	08 January 2007
Inspector	Jackie Phillips
Setting Address	Wheeler Primary School, Wheeler Street, HULL, HU3 5QE
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Registered person	Wheeler Primary School
Type of inspection	Childcare
Type of care	Full day care, Out of School 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

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?

Little Treasures full day care provision at Wheeler Children's Centre registered in 2006 to serve the local and surrounding areas. It is integrated within a refurbished part of Wheeler Street Primary School located in the Anlaby Road area of west Hull. It is a campus model linking with the Rainbow Children's Centre next door as part of the Gipsyville with Newington Sure Start Local Programme. The Children's Centre focuses support in place for children's learning and teaching. The Foundation Stage curriculum is delivered by a qualified teacher and a team of qualified nursery nurses. A team of professional workers are located within the Rainbow Children's Centre including health visitors, social workers, outreach workers and midwives. Children and families attending Little Treasures have access to the full range of these additional services.

Full day care is provided for children at Little Treasures from birth to five years of age. The setting closes for two weeks at Christmas and all bank holidays. This area is registered for 18 children. Times of operation are between 08.00 and 18.00 each weekday. Additionally, a holiday

club, after school club and wrap-around care are provided within the setting and the school's Foundation Stage one room. Registration is for a maximum of 20 children under the age of eight years, although older children may attend. The after school club operates from 15.15 to 18.00 Monday to Friday term time only. The holiday club operates from 08.00 to 18.00 when school is closed and wrap-around care is provided between 08.00 and 09.30 and 14.30 and 18.00 each weekday during term time. Children in receipt of nursery education are based in the Foundation Stage one area. There is an enclosed area for all children's outdoor play opportunities. On occasions children are taken for walks within the local community. Children can attend for flexible sessions which are negotiated in advance.

Currently there are 42 children in receipt of full day care on roll between the ages of birth and five years. There are 40 children who attend the holiday club, wrap-around care provision or the after school club. Of these, 17 are under eight years and 23 are over the age of eight years. Support is provided for children with additional needs. There are eight children that attend who use English as an additional language.

The head of the school is responsible for the operation of the setting in conjunction with the Children's Centre manager. There are eight staff members who work directly with the children attending day care. Of these, six hold recognised childcare qualifications and two are working towards level 1 in childcare. The setting is currently involved in the local authority's pilot for early education for two year olds.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play an active part in developing their understanding of a healthy lifestyle in a number of ways. For instance, they regularly access the bathroom to wash their hands, especially before eating. Younger children are shown by adults how to use the liquid soap and individual hand towels provided. Tissues are easily accessed by children and staff carefully explain how to dispose of those that are soiled in the lidded bin provided. This helps children to understand about preventive measures to reduce the risk of cross infection.

The environment is clean and bright with good ventilation. The enclosed outdoor play area is easily accessed from doors that lead directly from the indoor playrooms. This means that children can use an interesting and attractive outdoor environment for fresh air and physical exercise with ease. Older children that attend the after school club enjoy play outside even when the weather is poor. They use resources, such as balls and skipping ropes, to initiate games and release excess energy after a day in school.

Children are cared for in a healthy setting because there are clear procedures established that provide parents with sound advice about keeping ill or infectious children at home. The majority of adults within the setting hold a valid first aid qualification and medical supplies are at hand. This means children who receive an injury can be treated appropriately. There is a record log which contains written parental consent for the administration of medication to children.

Parents are asked in advance for their permission for the setting to seek emergency medical attention or advice for their children should this be necessary.

Babies and children receive a diet that contains a variety of healthy options and takes account of any special dietary requirements. The menu is well balanced, contains food that is nutritious and is freshly prepared. Children eat their meals in small family groups, well supported by adults who provide assistance and encourage children to develop social skills. For instance, children can make decisions about what they would like to eat and are able to spread the butter and jam on their midmorning snack of toast for themselves. Drinks are readily available for children throughout the day. Cups and lidded beakers for younger children are provided and there is a secure labelling system established to ease identification for children and adults. This includes bottles of formula milk for the babies.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are safe within the setting because there is a controlled system in place to record details of visitors and unauthorised access is highly unlikely. Internal doors are secure to prevent children leaving an area unsupervised. Risk assessments in place and currently being further developed are used to identify where potential hazards may pose a risk to children. There is an emergency evacuation procedure established which is shared with children to ensure they know what to do.

There are designated areas provided for children according to their age and the type of provision they are accessing. Rooms are linked through secure internal doors and staff that are based in all areas become very well known to the children. This supports their transition through the setting and encourages them to be more confident as they enter the next stage in their pre-school education.

The furniture, toys and resources that children use are of an extremely high quality. Good attention is paid to ensure that all equipment is placed at child height, meaning they can make choices and decisions which support confidence building and independence skills. Children can select toys and be involved in the tidying away process with ease. There is a range of suitable furniture to meet children's rest and relaxation needs, including sofas, bean bags and soft cushions. A sofa placed in the baby room enables them to be held close during the bottle feeding process or enables a story to be enjoyed by a small group of children sitting with an adult. It also provides opportunities for babies' walking skills to be developed as they climb up, holding onto furniture, making a secure link with home.

Most recording systems support children's safety. For example, the sleep periods of babies are documented and regular observational checks made. There is an accurate attendance register in place for the nursery children, although that for the out of school club children lacks detail. The majority of children's accidents are recorded and a signature obtained from parents. The adults of the setting are aware of signs and symptoms that a child may be at risk and some staff have attended training. Although the setting has a child protection statement established, it fails to include the procedure to be followed in the event of an allegation being made against a member of staff or volunteer.

Helping children achieve well and enjoy what they do

The provision is good.

Children are able to select toys and resources from a broad and interesting range available. There are toys for outside use and mobile toys for inside, such as prams that can be pushed and used for role play. Babies use toys that are safe, colourful and encourage interaction, such as rattles, puzzles and shape sorters. There is a low mirror provided to enable babies to observe themselves and their friends as they become more mobile and discover their environment. A good range of art and craft materials are provided, such as paints, paper, collage materials, glue sticks and scissors. Children competently cut shapes of coloured paper and stick them onto card making interesting designs. Their art and craft work is well displayed around the setting and pictures demonstrate how children have been involved in experimenting with different painting techniques, such as printing.

Activities for the older children are planned in advance and include painting, play dough, water play, games and outdoor sports. Children enter the out of school club happily, exchanging information with friends and adults about the school day or home events. The activities for younger children are planned following information obtained by adults through close observation of children's development and interests. There is a 'Wow' board displayed in each room where children's successes and achievements are recorded. This takes place either through direct observations recorded by adults or through photographic evidence. The interests of children are noted, enabling adults to plan activities for the following week to maximise learning potential. This child-led approach means that children learn through purposeful activities which are relevant, develop pre-school early learning skills and aid progression.

Children are regularly involved in activities that develop their sensory awareness and raise their understanding about other cultures. For example, they play with mediums, such as chocolate-smelling play dough, experience the feel of baked beans, cornflakes and porridge and taste a range of fresh fruits that they have selected themselves from the local supermarket. They play with a wide range of dressing-up clothes, play food and a good supply of cooking utensils from other cultures.

The adults of the setting support children very well. This is achieved by high staffing levels and effective interaction and supervision. They have a very good understanding of the 'Birth to three matters' framework and successfully achieve positive outcomes for children through planning, observation, evaluation and intervention. For example, adults foster close relationships with children from which they gain knowledge of their individual dislikes and preferences. Children are not forced to participate but may observe and become involved when they feel comfortable to do so. Adults engage in quality conversations with children that promote discussion and develop vocabulary and language skills. They ask open-ended questions which encourage children to think for themselves and share their ideas. The use of extremely positive language by adults lets children know they have been successful or that their efforts have been recognised. For example, words, such as 'Well done', 'You are a superstar', or 'I am so proud of you' provide children with a positive message that supports their social and emotional development and enables them to develop a real sense of self-worth as a valuable member of the group.

Helping children make a positive contribution

The provision is good.

All children are fully included and their individual needs are well known and respected by staff. Additional language needs are very well supported by adults through conversation, stories and discussions. Parents are able to share information about their child at admission which includes details of allergies, special dietary requirements or additional needs. Children feel valued because good attention is paid to ensuring that places are available for their personal belongings, such as pegs to hang their coats or drawers to place pictures to take home. Children's birthdays are celebrated and when parents and children enter the setting they are warmly greeted.

Around the setting are photographs of children involved in a range of activities. This helps to keep parents informed and aware of the day's events. Notices are displayed and parents are provided with written information about the provision. The setting's registration certificate is displayed for parents to see, although the current arrangement means that not all parents entering the setting may have access to it. A daily exchange of information, well supported by written accounts in children's diaries, and access to children's development profiles means that parents are kept well informed. This positive approach supports the setting's commitment to working in close partnership with parents.

Children are learning to be sociable members of a group and are able to share and take turns. Most of the time they say 'please' and 'thank you' spontaneously but are gently reminded if they forget. They play well together and on occasions join as a family group, including the babies. This supports children's social and emotional development as they learn respect for others, very well supported by familiar adults. Their behaviour is good because adults place high priority on providing children with explanations to aid their understanding. Children are very familiar with the setting, the different areas and where their toys can be found. This means that as children progress through the provision they are confident and able to make transitions with as little distress as possible.

Organisation

The organisation is satisfactory.

Children are provided with a flexible day which meets their overall needs very well. The routine is well organised to include children's meals, sleep, rest and periods for relaxation. There are opportunities for children to play outside, go for walks within the community, release energy and develop a range of physical skills. Children are observed and interests are developed and enhanced through planned and purposeful activities which meet developmental needs. There are opportunities for secure relationships to be fostered which make babies and children more confident. Children are able to make choices and decisions and become increasingly independent and competent.

Parents are kept well informed and are acknowledged as partners. They are given written and verbal information, supported by photographic evidence, to let them know about the range of activities provided for children. Parents are made aware that they can access a range of services available at the nearby Rainbow Children's Centre. These includes services such as those provided by outreach workers, social workers, midwives and health visitors. Toys and resources are

arranged very well to aid children's selection and clearing away, making them more aware of caring for their environment. Staff are deployed well around the setting and get involved with the children, often sitting on the floor next to them to make positive contact. They work very well as a team and are committed to training to update their skills and develop professionally.

All required documentation is in place, although some lacks attention to detail. For example, the setting has in place a behaviour management policy, but omits how they would deal with bullying or record and share details with parents incidents of restraint. There is clear information for parents about how they can make a complaint or contact Ofsted the regulator, although the written policy is not up to date and a complaints record log has yet to be established. Although there is a range of policies and procedures in place to support the operation and management, they are not effectively shared well with parents. 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.

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):

- ensure the setting's written child protection statement includes the procedure to be followed in the event of an allegation being made against a member of staff or volunteer and that procedures are shared with parents before admission to day care
- ensure that parents sign to acknowledge all accidents in the record log of children attending the out of school club
- improve the setting's written complaints procedure in line with requirements and ensure a complaints record log is established that can be shared with parents on request

- ensure the setting's written statement on behaviour includes bullying and that any incidents that require physical restraint or intervention are recorded and details shared with parents.

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