



Belvedere Early Years Centre

Inspection report for early years provision

Unique Reference Number	511506
Inspection date	30 December 2006
Inspector	Nighat Ghani
Setting Address	Belvedere Road, Broadwalk, Salford, Manchester, M6 5EJ
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Registered person	Salford City Council
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 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?

Belvedere Children Centre is run by Salford City Council. It opened in 1998 and operates from three rooms in a purpose-built building. It is situated on a large industrial estate in the Broadwalk area of Salford. A maximum of 78 children may attend the centre at any one time. The centre is open each weekday from 08.00 until 18.00 throughout the year, with the exception of bank holidays and a week's closure at Christmas. In addition the centre closes for three days during the year for planning and staff development. Children have access to three secure enclosed outdoor play areas.

There are currently 61 children aged from two to under five years on roll. Of these, six children receive funding for early education. Children come from a wide catchment area. The centre currently supports a number of children with learning difficulties and also children who speak English as an additional language.

The centre employs 11 members of staff. All the staff hold an appropriate early years qualifications. The Centre is supported by an advisor teacher from Sure Start, Speech Therapist, Educational Psychologist, Portage and other professional agencies.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children understand simple hygiene practices as they are well supported with their personal care. They know to wash their hands before mealtimes and after using the toilet. However, after washing their hands before mealtimes, children go and sit on the carpet, which they have been playing and walking on during the day for a story and a singing session. This practice increases a risk of cross-infection and contamination. Staff follow good hygiene procedures during nappy changing, for example, they wear disposable gloves and aprons, clean the mat with anti-bacterial spray and wash their hands afterwards. An effective sick child policy is in place. This protects children from illness and the spread of infection.

Children are provided with varied, nutritious snacks and meals, which promote their growth and development. Staff are particularly sensitive to children with health and dietary needs, and work closely with parents to ensure their needs are well met. Mealtime is a relaxed sociable experience where children sit with members of staff. They chat happily together and staff take this opportunity to promote children's social skills. Fresh drinking water is not freely accessible to children throughout the day, which compromises their health.

Children benefit from fresh air and exercise, as they are free to access the outdoor play area through out the day. Apart from using the large equipment outdoors, staff organise activities such as role play, large building bricks, sand play, books, paper with felt tips and crayons are set outside. This enables children to develop specific physical skills and experience the outdoors.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play and learn in a stimulating environment. Colourful wall displays of children's art work, posters and friezes, create a purposeful learning environment and give children a sense of belonging within the setting. Large wall paintings and multi-coloured mobiles enhance the attractiveness of the outdoor play area. There is a wide range of good quality equipment and furniture, for both outside and inside. Children benefit from a range of stimulating activities set out for them; however, younger children can not access the resources freely, which restricts their choices and independence.

Good procedures are in place for staff to conduct risk assessments on a daily basis. This ensures that all areas of the building are covered, so that children are provided with a safe and secure environment. Entrances and exits to the premises are secure and a record of visitors to the setting is maintained. Staff practice fire drills with the children on a regular basis, which helps them to follow defined procedures in the event of a fire or emergency evacuation.

Children's welfare is safeguarded as staff are clear about their role and responsibilities relating to keeping children safe from harm and neglect. They are clear that their first responsibility lies with a child and are confident about the procedures to follow, and who to contact in the event of a concern.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, secure and settled and become engrossed in the activities that enable them to acquire new knowledge and skills. Staff have a secure knowledge of the 'Birth to three matters' framework and use it successfully when planning for young children. When planning, more emphasis is placed on children's interests and responses, other than on the thematic approach. Activities provided have a clear focus, which makes it easier for staff to promote children's learning and evaluate the activities. Staff carry out regular observations on children and keep a record of these with photographs and sample of children's work as evidence of their achievement.

There is a good balance of child-initiated and adult-led activities provided, which creates a relaxed, but purposeful, learning environment for the children. Staff sit and interact with children throughout the day, which encourages children to communicate and feel secure. Staff share stories with the children and introduce them to a range of songs and rhymes, enabling them to explore and experiment with sound. Children enjoy exploring a good range of play material, including construction, play dough, sand, water, role play and freely access the outdoor play. An effective key worker system is in place, which makes it easier for a member of staff to keep a track of a particular child's development, and relate any information to their parents.

Nursery Education

The quality of nursery education and learning is good. Planning, discussion and activities provided demonstrate that staff have a secure knowledge and understanding of the Foundation Stage curriculum. Planning covers all six areas, learning intentions of the focused activities are clearly identified. Staff have a clear knowledge of children's capabilities. They establish children's starting points at the beginning of the Foundation Stage and build on this knowledge. Ongoing observation and assessment of children's learning is effectively used to inform planning.

Staff promote children's learning by asking good open-ended questions and teach them new concepts and vocabulary. They support children well in their chosen activities. For example, whilst playing in the water, staff introduce words, such as heavy, light, empty and full. Children respect and look for reassurance and permission to do things from staff, who are positive, calm and encourage them to participate in a wide range of activities. Throughout the session, children's efforts and achievements are celebrated as they are praised continually. This boosts their confidence and self-esteem. Routines are flexible, where children experience welcome changes in their environment as the children get the opportunity to move into each other's rooms after lunch and use different outdoor play areas.

Children are happy and confident in their environment. They are beginning to relate with each other and have a close relationship with staff. Children are becoming independent as they are

encouraged to put on their aprons before taking part in a messy activity, and they hang their coats on their pegs on arrival. They show delight and pleasure in books, which they access freely. They select and enjoy looking through their favourite books, such as 'The dark, dark tale'. They select familiar stories during story time and join in with repetitive parts of the story, changing the tone of their voices and laughing out loud. Children access a well resourced mark making area to practise their writing skills and are also provided with pieces of paper and felt tips in the outdoor play area, to write their shopping lists whilst playing in the doll's house.

Mathematical concepts are well promoted as part of the daily routine. For example, children are encouraged to count number of glasses and plates they will need when setting tables for dinner. During water play, staff help children to fill and compare different sizes of cylinders. More able children confidently count up to 10 and can name the basic shapes, such as circle, square and triangle. Children are introduced to early addition and subtraction whilst they enjoy singing nursery rhymes such as, 'five current buns.'

Children enjoy exploring and investigating as they observe what objects look like through a magnifying glass. Children learn about their environment by staff inviting people from the community into the nursery, to meet the children and to talk about their role. They learn about different cultures and religions through resources and celebrations of different festivals, such as Eid, Divali and Christmas.

Children move freely with pleasure and confidence, both indoors and outdoors. They negotiate space well and can adjust their speed to avoid obstacles when playing with the wheeled toys, so as to avoid injury to one another. They enjoy physical games and jump and hop competently. Children confidently explore a very good range of creative materials, such as paint, malleable materials, collage, sand and water. They freely access these materials to represent their feelings, thoughts and ideas, and staff effectively support them to extend children's learning.

Helping children make a positive contribution

The provision is good.

Children are warmly greeted on arrival, making them feel welcome. They are treated with equal concern, helping them to settle and join in with the activities. Staff respect parents' wishes as regards to any individual needs, helping to promote the children's self-esteem. Children with learning difficulties are soundly supported by appropriately trained staff, who endeavour to work together with parents and other professionals where necessary, to ensure that children receive the input they need. Children play with a variety of toys and materials that reflect the wider world, to increase their awareness of diversity and their understanding of others.

Children's emotional wellbeing is promoted by staff effectively implementing behaviour management policies into practice. Staff are attentive and caring towards the children. They take account of children's individual needs and circumstances, with the related behaviours that accompany these. A few children find it hard to share with others and they refuse to join in. Staff are understanding and proactive about this, using insights from their knowledge of the family, as well as the child's own developmental needs.

Partnership with the parents is good and contributes towards children's well-being. During the settling-in period, the key worker takes the opportunity to get to know the child and informs the parents about all aspects of the provision. Special days are organised to raise parents' awareness that children do learn through play. For example, staff demonstrate how children can have fun whilst making and playing with play dough, and doing junk modelling with the material, which they can easily find around the house. On entry, the parents of the children in receipt of nursery education funding are provided with information on the activities, and how they cover the six areas of learning. Regular meetings are held with the parents, to discuss the progress their children are making. However, children's observation files are not freely accessible to the parents, this limits their involvement of their child's learning on a regular basis.

Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

Children are secure and comfortable in a setting which is highly organised, with clear aims, and values the ideas of staff, in order to meet their needs. Children are secure in a setting with effective communication systems in place. This ensures staff have a clear understanding of their roles and responsibilities, to facilitate a smooth delivery of the routine. Children are provided with good levels of care and education from a staff team that works closely together, to create a child focussed environment.

All required records for children are in place and appropriate policies and procedures. Induction training, regular staff meetings and individual support meetings are in place, to ensure staff are secure in their knowledge of them. Children benefit from a staff team that regularly updates their knowledge and skills by attending training that suits their development and interests.

Leadership and management of the setting is good. Children benefit from a leadership with clear visions and goals. The management team have a good understanding of the curriculum for the Foundation Stage and of how children learn. This enables staff to deliver an interesting and exciting curriculum for the children. There is a strong commitment to improvement and the manager is aware of the setting's strengths and weaknesses. Children benefit from the organisation because it has effective systems in place to review and monitor the educational programme. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

There were three recommendations made at the last inspection. These were to make sure parents' signatures are consistently obtained for all medication administered, and accident records. Review the balance of children's work displayed in the environment. Ensure the overall safety of the under three's outdoor play area.

Since the last inspection the staff have ensured that all the medication and accident forms are consistently signed by the parents, which safeguards children's health. There is a good balance of children's work attractively displayed throughout the centre, which creates a warm and

welcoming environment for both parents and their children. All the three outdoor play areas are now safe and secure for the children to play in.

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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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):

- maintain good hygiene practice of hand washing before mealtimes and ensure drinking water is freely available for children at all times
- ensure resources are freely accessible to younger children

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):

- ensure children's files are freely accessible to the parents. (also applies to care)

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