



Bridlington Children's Centre

Inspection report for early years provision

Unique Reference Number	EY343071
Inspection date	19 February 2007
Inspector	Carol-Anne Shaw
Setting Address	Bridlington Children's Centre, Butts Close, Bridlington, YO16 7BS
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Registered person	Bridlington Children's Centre
Type of inspection	Childcare
Type of care	Full day care, Out of School 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

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?

Bridlington Children's Centre was registered in 2007 for full day care. It is managed by the centre management committee. It contains a nursery for children under three years of age, a crèche, before and after a school care, and holiday care. Only the nursery is open at this time. The premises are purpose built with the two nursery rooms on the ground floor and the other settings would use the first floor. There is a large secure outside area which has both grass and hard surface for children to access outside play.

The nursery is open for childcare from 08.00 until 18.00 all year, closed Christmas and bank holidays. There are currently 54 children on roll.

There are seven full time and four part time staff working directly with the children. All staff have a Level 3 qualification, with three of the staff working towards an early years degree.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children demonstrate a positive attitude to their well-being. The staff follow the clear policies and procedures in place which meet the children's physical, nutritional and health needs effectively. They provide the children with good guidance and support; children gain a good understanding of hygiene and become increasingly independent in their personal care. The older children are confident in accessing the facilities, for example, washing hands before snack time and after creative activities. Children are developing their independence in personal care and are becoming aware of the importance of healthy activities.

Children have very good opportunities to extend and develop their physical control in the well organised daily indoor experiences. This is supported by the staff having a very good awareness of individual children's development through observations and assessments. They have a very good understanding of how children develop physically. The staff encourage and support children to try out new skills; children are confident and are able to set their own limits within the safe environment. The older children are developing a positive attitude to physical exercise. Children enjoy using the outside area, however, this is not fully developed with links to the 'Birth to three matters' framework to extend and support their learning.

Children have a good range of healthy options throughout the day, they enjoy a choice of fruits at snack time. Lunch is a very social occasion with home foods served in small groups, with the younger children eating in their own room to ensure individual children's routines are followed. Older children are learning about why they eat healthy foods and how it relates to their bodies. Effective liaison with parents ensures children's individual dietary needs are fully met. Good attention is paid to managing children's cultural and medical needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Risk of accidental injury to children is minimised because staff are vigilant and use good risk assessment systems to reduce potential hazards. The staff are effective in supporting the children to consider how they use equipment and promote safe ways of doing things. The children learn about protecting themselves, for example, when water was spilt on the floor the children were aware it had to be cleared up or they would slip.

Children access a wide range of good quality, safe and suitable toys, resources and equipment, all appropriate to their age and stage of development. The equipment is set out to enable children to make choices. However, in some areas staff do too much for the children, limiting opportunities for children to self select. For example, some creative activities are fully set out for the children.

Children are very well protected by staff who have a clear understanding of the child protection policies and procedures. All staff have attended training to keep updated, are fully aware of their responsibilities relating to safeguarding children and give priority to children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children are settled and happy in their surroundings. They enjoy their time at the nursery. Children develop well because staff are confident and skilled in using their knowledge and understanding to promote children's development. Staff are motivated and interested in the children as individuals. The good staff ratios enable children to have lots of adult support.

The children arrive happy and eager to participate, they part from their parents and happily wave goodbye. Key staff know the children well and are sensitive to their individual needs. The close and caring relationships are increasing children's trust and help them develop confidence and build self-esteem. Early communication skills are well supported through good adult-child interactions. Children are beginning to make sense of the world and express their ideas through lots of different planned activities and free play that supports children's learning.

There is a positive bond and appropriate physical contact between the younger children and staff, which increases children's well-being and sense of self. There are opportunities for the children to express their ideas and be involved with a wide variety of activities and experiences. The children enjoy the many play activities and explore paints, textures, music and songs. Overall, this provides the children with an environment which promotes development and good care. The nursery progresses the development of the under threes in a systematic way. Assessments of progress are completed, linked to the 'Birth to three matters' framework. All the staff have completed training in this area and are confident in working to this guidance.

The staff ensure all areas of learning are developed through children's play. They plan and provide effective and realistic challenges for most of the children. The activities are well organised and supported with relevant resources and equipment. Children are motivated, confident, self-assured and keen to participate. This is promoted by staff's enthusiasm and interest in them. Children work well together and follow simple rules to support sharing and safety. They use their imagination in role play situations, for example, a group of children play at making dinner, lots of mixing and serving out onto plates. Children use their creative play to demonstrate their sense of the world around them. There are very good displays of the children's work, showing a variety of resources and methods used by them, such as collage, drawing and free painting.

Children communicate and express themselves very well with each other, staff and visiting adults. Children are developing their language and thinking skills as well as confidence and independence. They use resources for mark making in their play, and learn to recognise letters through displays, labelling and books. Physical skills are extended and supported with good access to outside play opportunities, use of music and movement, access to instruments and ability to use a wide variety of tools and resources. Children explore and investigate their surroundings through a variety of mediums.

The assessment of children's development is comprehensive covering all aspects of learning. This is done by the key-workers who know the children very well and know their individual needs. The range of activities provides appropriate support and challenges for the children overall. However, assessments are not used fully to effectively plan for the children's next steps

in their learning for all children. This could limit the challenge for more able children to extend their skills. No children with learning difficulties attend at the moment, however, very suitable systems are in place that would build on what children know and can do.

Helping children make a positive contribution

The provision is good.

Parents and children are welcomed to the setting. The staff value children's individuality and respect parents' views and contribution to the care provided. Younger children's home routines are fully discussed and staff support appropriately. The children's behaviour is very good, the staff show a consistent and caring approach to managing behaviour. The older children follow simple rules and know the routines and boundaries in place. Children share and show respect for others, they take turns and show good manners, saying please and thank you. They learn to negotiate and take responsibility for their own behaviour. The older children support the younger children.

Children have very good opportunities to learn about the world about them, through topics and resources that promote diversity in all areas. Their own and other cultures are effectively supported with a range of activities and resources.

The partnership with parents is good. The key-worker system provides parents with a consistent contact on a daily basis. The very good partnership with parents contributes significantly to children's well-being in the group. Parents' views are sought through discussion on a regular basis throughout the time they attend. Effective systems are in place to ensure all parents are kept informed how their child is progressing in their development and learning. Children benefit from the involvement of parents in projects and topics, which contributes to their good health, development and learning.

Organisation

The organisation is good.

Children's care is enhanced by the efficient management of the setting. The good organisation of the nursery provides a welcoming environment for children to develop and learn. There is a wide range of very suitable policies and procedures in place to support the management of the nursery. All areas of the nursery are well planned to support and promote children's development and learning. All families are supported and individual children's care needs are followed. The staff ratios ensure children have good support; this allows children to experience the many interesting and different activities throughout the day. The use of time, space and resources enhances children's learning in most areas.

Children's care and learning is supported with good leadership and management and children benefit from the staff having a sound knowledge of how children develop and learn.

Detailed procedures are in place for induction and the ongoing training of staff. They have a commitment to improvement and personal development; this underpins the care and welfare of the children in the setting.

The leadership and management of the provision is good. The monitoring of the nursery is done by the nursery manager and centre manager. It is linked to the 'Birth to three' framework. This is done systematically and informs the future development plans for the provision. The staff show enthusiasm and work as a team to ensure the provision meets the needs of all the children who attend.

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):

- continue to develop the outside area for the children under three by implementing an approach in line with the 'Birth to three matters' framework
- continue to develop the short term planning for children's play to link with the development of individual children.

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