

Priory Family Centre

Inspection report for early years provision

Unique Reference Number	302819
Inspection date	25 April 2007
Inspector	June Rice
Setting Address	Priory family Centre, Pontefract Road, Lundwood, Barnsley, S71 5PN
Telephone number	01226 770619
E-mail	sarah.baker@barnardos.org.uk
Registered person	Barnardo's
Type of inspection	Integrated
Type of care	Sessional 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?

Priory Family Centre was registered in 1995. It is situated within the Priory Campus in Lundwood, in Barnsley. It is run by the Barnardos charity.

The nursery within the family centre operates in two rooms and is open from 09.00 to 11.30 and 12.45 to 15.15 on Mondays, Tuesdays and Wednesdays throughout the year, except Christmas and bank holidays. Children have access to a secure enclosed outdoor play area.

There are currently 16 children on roll, of which one receives nursery education funding. Children attend from the local area. The nursery supports children with learning difficulties or disabilities.

The centre employs six staff to work directly with the children, five of which hold appropriate early years qualifications. The setting is involved in a pilot scheme providing free early education for 2- year-olds.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because staff are very good role models and follow current and appropriate environmental health and hygiene guidelines, policies and procedures. They clean all surfaces for eating and food preparation, and ensure the environment is clean through general routine. For example, they talk about keeping clean, wash their hands alongside children, wear disposable aprons and gloves during nappy changing. Newsletters to parents include a request for sun cream and information about infectious diseases for which there is a clear non attendance policy. Poorly children are made comfortable until they are collected by a parent or carer.

Children clearly understand simple good health and hygiene practices. Their learning is re-enforced in imaginative ways. These include photographs in the washroom of themselves or people they know, with the caption 'please wash your hands.' Children hold their hands out before sitting down for a snack and say "hand wash". Children are well nourished and are learning about healthy eating through the provision of healthy snacks of fresh fruit and milk, and they help themselves to drinks of water throughout the session.

Children enjoy a healthy routine and thoroughly benefit from lots of opportunities throughout the day to enjoy physical exercise in an environment that effectively promotes a healthy lifestyle. For example, they enjoy climbing up, down and through a climbing frame, walk along a balancing beam, jump hoops and ride a selection of bikes and cars. They enjoy using a soft play area within the setting once a week where they can safely jump and roll while negotiating high steps and platforms. Children benefit from being able to rest and sleep according to their needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from an environment that staff ensure is safe and secure. For example, staff place a strong emphasis on enabling children to move freely in and out of activities and play areas in safety. They carry out visual checks of all areas before each session starts and at the end of the day. They ensure toys and activities meet BS EN safety standards and carry out risk assessments for new toys before children use them. Security is taken very seriously. For example, there are child proof handles on all doors in nursery, the gate in the corridor is secure, the outer door has a sensor and the reception directly outside the play areas has a member of staff on duty at all times.

Children learn to keep themselves safe through general routine and practice. For example, they join in the emergency evacuation and wait for staff to secure the door to the outside play area. They demonstrate their own understanding through play and conversation. For example, children say 'fingers' while waiting for the door to be secured and say 'hot' when offering a cup of tea to friends. They proudly carry out purposeful tasks, such as mopping and sweeping the floor after sand and water play.

Children are well protected because staff have a very clear understanding of their role in child protection and all staff are able to put very sound procedures into practice when necessary. However, procedures do not clearly identify that the provider should liaise with the regulator in child protection issues.

Helping children achieve well and enjoy what they do

The provision is good.

Children benefit because the provider successfully plans and provides activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities. Planning has clear links to the components in the 'Birth to three matters' framework and this ensures children are making good progress. Children are very happy and confident in their environment. They enjoy the company of others, they are making friends and learning to communicate with each other. For example, they involve others in their play by inviting them to look at their reflection in a tin lid, saying "look can you see". Children are inquisitive, ask questions and show lots of interest in their environment. They move about freely and safely exploring all areas. Outside they listen for birds, talk about planting flowers to attract butterflies and that they will need to water them to help them grow. Children have very good concentration skills and quickly become immersed in chosen activities. For example, while sticking, they explore the glue spreading it on their hands, then stick small pieces onto a sheet of paper counting and naming the shapes. They learn new skills through a good range of activities. Children respond to appropriate challenges and succeed at what they do. For example, children try to crawl through a small tunnel and are encouraged to go slowly. They smile proudly and receive lots of praise when they succeed.

Nursery Education.

Staff have a very sound understanding of the 'Birth to three matters' framework and the Foundation Stage. The quality of teaching and learning is good and this ensures that children make good progress. Children are becoming very competent learners, they are enthusiastic and open to learning new skills. They achieve well because staff ensure they are well informed about children's individual development stages and plan accordingly. Staff use their skills well in supporting children's learning. They are very enthusiastic teachers and know their children well. For example, they use very good questioning techniques, they encourage children to look and think about what they are doing, helping children to talk through activities consolidating what they are learning. Children's records show their progress and links very clearly into the 'Birth to three matters' framework. Although, there are some small gaps between observations, this has been noted as an area for improvement by management and staff.

Children show curiosity. For example, they show an interest in visitors and enjoy exploring the outside environment with great interest. They show willingness to tackle problems and enjoy self- chosen activities. For example, to aid cutting of paper, they weigh it down and cut the overhanging section of the paper carefully. They are beginning to seek out others to share experiences. For example, they stand under an umbrella with other children, greet them with a smile and stand in the corner quietly communicating. Children are beginning to show an interest in stories and illustrations and enjoy repeating well known phrases during story time. They become engrossed and shout out words, such as splish, splash, splosh while doing the actions to 'over it' and 'under it'. They engage in activities requiring hand-eye coordination, such as planting seeds, painting and digging. They use gestures and body language such as eye contact and facial expressions to communicate. For example, they frown and shake their head to show annoyance and frustration at having to share or wait for a turn.

Children enjoy an environment that encourages their recognition and use of numbers and size, and they are beginning to use size language in play. They explore objects and enjoy listening to musical instruments. They show intrigue while exploring a home made shaker, looking at the length, shape then look inside. They show an interest in information computer technology.

For example, they take pictures with a camera looking carefully at the different buttons before pressing. However, technology equipment is limited and this prevents children from extending their interest. Children manage their body to create intended movement. They climb steps, go down slides, walk carefully along a balancing bar and put their feet together to jump.

Helping children make a positive contribution

The provision is good.

Children are becoming aware of their wider society through the provision of positive images illustrated effectively through toys and activities. For example, ethnic dolls, books and posters. They enjoy tasting food from other cultures while being introduced to multicultural festivals, such as Chinese New Year and Eid-ul-adha. Children feel a sense of belonging as they enjoy activities planned around Me, Myself and I and are empowered to make choices and take decisions. They are very independent learners and very well behaved. They benefit from an environment that supports their learning through play and enjoy looking at photographs of themselves playing with friends and making relationships. They have good self-esteem and are learning respect for each other. For example, they are encouraged to recognise when others are upset and to talk about how they are feeling. They smile proudly when they are praised for using good manners.

Partnership with parents and carers is good. There is a strong emphasis on working with parents and carers. Staff have developed very strong relationships with them and ensure they are actively involved in their children's care. For example, they receive newsletters, daily written observations and very clear information about their children's education and progress. They have free access to their children's files and are invited to discuss their children's progress and next steps.

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

Organisation

The organisation is good.

Children thrive in an environment that is organised very effectively and meets their individual needs very well. A rigorous recruitment procedure ensures children are well protected and cared for by staff who are very committed and conscientious. All required documentation is in place. Staff are very child focused and have a high regard for the well-being of all children. Excellent interaction between staff and children ensures they provide realistic and effective challenges, through an imaginative and interesting environment that keeps children motivated and interested. The indoor and outdoor environment are well resourced and provide a wealth of experiences for children to enjoy. For example, inside there are easily identified learning areas and outside there is an aromatic bed, giant sand pit, gravel pit and gardening area.

Leadership and management is good. Staff are offered regular training in key areas and are committed to continual improvement. For example, they have recently completed training on the 'Birth to three matters' framework. The manager is a good role model and holds regular meetings with staff to evaluate the curriculum, discuss children's progress and to ensure training needs are met. Staff feel very supported and work well as a team.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last education inspection there was a recommendation to improve the use of the indoor and outdoor areas. The setting has taken positive steps to improve these areas and this enhances children's learning experiences.

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.

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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):

- review the child protection procedure to ensure it clearly identifies the need to liaise with the Regulator on child protection issues.

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):

- extend the range of equipment to stimulate children's interest in technology.

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