



Baines Endowed Childrens Centre

Inspection report for early years provision

Unique Reference Number	EY307733
Inspection date	17 January 2007
Inspector	Margaret Baines
Setting Address	Baines Endowed C of E School, Penrose Avenue, Blackpool, Lancashire, FY4 4DJ
Telephone number	01253 699085
E-mail	07875 747429
Registered person	Governors of Baines Endowed CE Primary
Type of inspection	Childcare
Type of care	Full day care, Sessional 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?

Baines Endowed Childrens Centre is a part of Sure Start. The facility is managed by a committee made up of parents, employees of the school and the centre. The facility is a purpose built, single storey building set in the grounds of Baines Endowed Primary School in Blackpool. There are currently 57 children on roll, of whom 26 attend the maintained nursery.

The facilities for children comprise a baby unit, which is self-contained, a toddler room for children aged from eighteen months to two and a half years, with adjoining toilet and hand washing facilities, and a pre-school room for children aged from two and a half years to five years, which also has adjoining toilet and hand washing facilities. There is also a secure enclosed outdoor play area.

The large hall is used for the out of school club and crèche. There are separate staff facilities which include a staff room, toilet facilities and a main office. There is fully equipped kitchen for the preparation of snacks and drinks.

The facility operates from 08.00 to 18.00 all year round, excluding bank holidays. The facility is registered to care for a maximum of 86 children from birth to eight years.

The committee employs 15 staff, including the centre manager, nursery manager and a supervisor, for the out of school club. More than 50% of staff hold an appropriate early years qualification. A qualified teacher is employed on a part time basis in the nursery. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are developing a good understanding of the importance of hygiene through staff's explanation and support at appropriate times of the day. The older children independently visit the toilets and wash their hands, with assistance given to the younger children. Children develop a good awareness of how to care for their health needs and know that they need their coats and hats on when it is cold outside. However, several children played in the outdoors without wearing their hats on a very cold day. Children understand about the needs of their bodies and can identify when they are tired and need to rest. In the main, children's health needs are met through the provider's good health and hygiene policies and procedures. Children are learning about foods that are good for us through well planned activities and in daily routines. The good range of healthy snacks provided encourages their enjoyment of nutritious foods. For example, children enjoy apples and raisins with breadsticks as a snack. They know when they need a drink, younger children have regular drinks provided and the older children may also help themselves to a drink from their individual drinking bottles. Their dietary needs are met adequately as the provider records full information from parents.

Children thoroughly enjoy their opportunities to be active indoors and out of doors and are developing good physical skills. They participate in daily outdoor physical play, enjoy music sessions and learn to coordinate their bodies and move safely. Their competence in using large equipment is good as they learn to climb and balance. Children are developing an understanding of how they feel after exercise and what happens to their bodies when they are active. They know they need a drink when they are hot and must run around when cold outdoors.

Very young children also have good opportunities to benefit from the outdoors as they are taken for regular walks. They enjoy healthy foods and have their individual needs met through effective consultation with parents.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very welcoming and safe indoor and outdoor environment, which is planned to meet their needs by ensuring the play areas are maintained to a high standard both indoors and out. Children are learning to keep themselves safe because the staff are skilled in the way they talk to them about safe procedures and reinforce safe practices as they ask children to pick up toys, not to run and remind them to be careful. The setting has a detailed risk

assessment in place, which effectively minimises the risk to children and helps to keep them safe as they play freely. However, staff wear outdoor shoes in the baby unit as do those toddlers who are now walking and this could be hazardous to very young children as they play. Children learn about the need for quick evacuation through careful explanation by staff and opportunities to practise the fire evacuation drill.

The nursery is very welcoming to parents and children, being enhanced by attractive displays of children's own work. Photographs of children at play also reflect the positive ethos of the setting. Children delight in displaying their work and are eager to share this with others, which highlights their enthusiasm. Children enjoy their play in a setting where they can move freely and without restriction as they access the different play materials and choose activities and resources from those stored within easy reach. The environment for all children is carefully planned to ensure their safety and enjoyment in all aspects of their play.

Children's welfare is protected to a high level because staff are extremely clear in their role in child protection and understand their responsibility to contact the named person. The named person is fully aware of her role and the procedure she needs to follow, should a situation occur which requires a referral to the appropriate agency.

Helping children achieve well and enjoy what they do

The provision is good.

Children look forward to coming to the nursery, they enter happily and eagerly greet staff and their friends. They go to play confidently in the three areas; the baby room, the toddler room and the pre-school room, as they await the arrival of all children. Children enjoy creative play, drawing and model making. They also use their imaginative skills to develop role play using the very good selection of props available to them. They actively respond in group time, sharing their ideas and experiences with their peers. Their curiosity and eagerness to play and learn are fostered through the well organised provision of choices of play and the enjoyable circle times. Children make good progress as staff have a secure knowledge of the 'Birth to three matters' framework, the Curriculum guidance for the foundation stage and what children need to learn. The toddlers enjoy the painting session and they confidently climb up and down the small ramp, demonstrating their developing physical skills very well. Pre-school children enjoy many challenging and exciting activities, for example, they make models, bake cakes and love to use the role play resources. Staff working with the out of school children have a good understanding of playwork and plan a range of activities which the older children find both stimulating and enjoyable. For example, the children in the after school session enthusiastically performed a short drama for their peers.

Children enjoy an imaginative and varied range of activities that help them to make progress in all areas of development. Their individual learning needs are assessed regularly by their key workers. The very young children benefit from the individual planning using the 'Birth to three matters' framework, which clearly identifies the next steps in their learning. This process ensures that all children transfer very easily from one area to the next within the setting. Staff are clear about what children can do and therefore plan for the next steps within the planned activities. Three- and four-year-olds are becoming competent learners and use their skills effectively in their play and as they respond in focused activities. All children have their care needs met well

through the daily routines and the time given by staff to each child, to support and encourage their well-being.

Helping children make a positive contribution

The provision is good.

Children are enthusiastically welcomed into the setting, they are valued and respected because staff ensure each child has the opportunity to engage in all aspects of the curriculum, whether they attend daily or on a part time basis. The inclusion of all children is actively planned and monitored to ensure children have the opportunity to enjoy all aspects of play.

Children are learning to take responsibility for their behaviour because the staff follow positive and effective strategies for helping children learn to manage their behaviour. Children learn the boundaries and guidelines because staff are consistent and are very good role models, having high regard for each other and the children. Children's behaviour is very good; they learn right from wrong because staff are consistent in their approach and provide gentle reminders to reinforce boundaries. There is a star chart in place to promote positive behaviour with the pre-school children. The out of school children set their own rules to promote positive behaviour in their group

There is an effective partnership with parents, which contributes significantly to children's well-being. Parents are provided with detailed information which informs them about the care provided, including 'Birth to three matters' initiatives and the Foundation Stage. Parents' views are actively sought and they are provided with regular newsletters to update them on aspects of the nursery. Parents learn about their child's development through discussion and effective links with their key worker. They are actively involved in their child's learning by providing detailed information at the time of the child's registration and strong links with the key worker. They update the key worker on any significant changes and development, and they contribute to the topic work. This ensures children's individual needs are met and a strong link is made with home.

The children learn about their community and other cultures as they engage in activities which promote their understanding. They enjoy playing together and learn to share as they wait their turn, for example, at the sand tray and the easel. They learn to manage their behaviour and are well mannered as they ask for a piece of fruit, saying please and thank you.

Organisation

The organisation is good.

Children's care is enhanced by the good organisation of the environment which enables children to make choices from quality resources. Children's needs are met and safeguarded because all legally required documentation is well maintained. Policies and procedures are regularly reviewed as part of the monitoring of the provision by the management team. As a result, children's welfare is protected.

The setting has provided a robust system for the vetting and clearance of all staff to ensure children are protected when in the setting. There is a procedure in place for informing parents of how to make a complaint and of any complaints made about the setting.

The setting benefits from good leadership and management, with staff being led by a committed management team. They work well together as a team and support each other in their roles. Training is promoted for all staff to increase their knowledge and skills, and to improve their practice and, therefore, the care of the children.

The setting promotes the care of the children well, with a team of committed staff who continuously monitor their own performance by evaluating activities provided and monitoring children's progress. The staff monitor their own performance through the staff appraisal system, regular staff meetings and the evaluation of activities, in order to improve the care provided for children.

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 in 2005 there has been one complaint received in relation to National Standards 2, 11 and 13. Ofsted carried out an investigation and were satisfied that the evidence examined was insufficient to demonstrate that National Standards 2, 11 and 13 were not being met. Therefore the provider remains qualified for registration.

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):

- consider requesting that staff working within the baby unit wear indoor shoes to safeguard children as they play.

- ensure children wear appropriate clothing when playing out of doors, in particular hats when the weather is cold and windy

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