



# Galton Valley Children's Centre

Inspection report for early years provision

<b>Unique Reference Number</b>	EY338976
<b>Inspection date</b>	24 January 2007
<b>Inspector</b>	Permjit Tanda
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<b>Type of inspection</b>	Childcare
<b>Type of care</b>	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](http://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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

Galton Valley Children's Centre opened in November 2006. It operates from a purpose built building in Smethwick, Sandwell. There are local shops, a park and a school within walking distance. The nursery serves the local community and surrounding areas.

Currently there are 46 children on roll. The setting supports children with special educational needs and those who speak English as an additional language. The nursery is open five days a week for 49 weeks throughout the year. Sessions last from 08:00 to 18.00. Ten staff work directly with the children of whom all have an appropriate Early Years Qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children thrive because staff follow effective procedures and practices which meet the children's physical, nutritional and health needs. The good adult support and guidance helps children gain an understanding of their personal hygiene. They learn the importance of hand washing prior to meals and after using the toilet. Children independently access tissues from the dispenser and clean their noses. Staff adopt good hygiene practices to prevent the spread of infection and therefore the children's welfare is promoted.

Children explore, test and develop physical control in stimulating daily indoor and outdoor experiences. Children are confident to try out new skills. Children increase their balance and co-ordination through a varied range of interesting resources such as balancing equipment, hoops, bean bags, various sized balls and rackets. Children confidently avoid obstacles whilst using the wheeled toys. There is provision for children to use the outdoor area to explore and increase their creativity through the use of activities such as the sand, water and large wooden construction blocks. Babies acquire new physical skills because they have a safe space indoors to lie, roll and crawl. They benefit from regular opportunities to use the separate, enclosed outdoor area to further challenge their development. Babies play, rest, sleep and are active according to their needs.

Children are well nourished and hydrated throughout the day. They benefit from nutritious meals which are prepared freshly on site. Children enjoy meals, snacks and drinks which appeal to them, for example, at snack time children enjoy a good selection of fruits, juice and water. Children's special dietary requirements and preferences are catered for well. Staff are attentive to the needs of babies who are weaning and they are fed according to their individual needs.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in a stimulating environment where risks of accidental injury are minimised because staff are vigilant and use thorough risk assessments to reduce potential hazards in the environment. Children are grouped according to their age and the rooms used are welcoming and inviting. Children are able to move freely and independently in their environment and use a variety of toys and equipment which are appropriate and safe.

Children are protected by staff of whom most have a sound understanding of child protection policies and give priority to children's welfare. However, some staff are unclear of possible symptoms of children at risk and the procedure to be followed in the event of an allegation against a member of staff. This compromises the children's safety and the efficiency of dealing with child protection issues.

## **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children arrive happy and eager to participate. Those who are new to the nursery are helped to settle by staff that are sensitive towards their individual needs. Babies and toddlers are helped to settle by caring adults. They gain self-assurance through close relationships with staff that are aware of their individual needs. For example, babies are fed and sleep according to their individual needs and routine throughout the day. They are well nourished and staff are attentive to their individual needs at meal times.

Staff are developing their knowledge of the 'Birth to three matters' framework and use it to help support the children's development. Children benefit from an appropriate range of play opportunities and first-hand experiences to build on their natural curiosity. Toys and resources are organised and made readily accessible to children through the use of storage boxes and staff deployed effectively to support children. However, children do not always make good use of the resources, because staff do not always successfully engage the children's interest in what is available. Younger children mostly engage in child-initiated play whilst staff observe and support as necessary. Children are confident and enjoy the structure of the routine, for example, children eagerly sit down on the mat and share the picture cards in preparation for their singing session.

Children enjoy their time at nursery and make steady progress because staff ensure they provide a varied range of play experiences covering all areas of development. However, some activities such as the sand, water, and domestic play areas are not adequately resourced and these impact on the quality of the experience and challenge set for children.

Older children are confident and increase their independence through self-registration on arrival. They develop their language and mathematical thinking through everyday routine, circle time and practical experiences such as counting how many cups they have at snack time. Children develop a fondness for books through daily story sessions and show appropriate levels of concentration. Close and caring relationships increase children's sense of trust and help them develop a strong sense of self.

## **Helping children make a positive contribution**

The provision is satisfactory.

The routine is flexible and children increase their confidence by deciding what they would like to do daily. Staff value and respect their individuality and children learn to understand that they can expect others to treat them with respect. Staff have developed a visual daily routine and also carry pictorial symbols of helpful words such as sleep, happy and sad to support children who speak English as an additional language and those with identified special needs. The bi-lingual staff help children to settle and adapt to the changes throughout the day through confidently using the children's first language.

Children learn to share and take turns during play through the support of adults. Staff adopt a positive approach to help children understand values and codes of behaviour. Children respond well to gentle reminders to care for the environment, the resources and for each other. Staff

set consistent boundaries for the children, which helps them learn to negotiate with others and take responsibility for their own behaviour. Children develop their self-esteem because staff build on their behaviour through praise.

Children's needs are met because staff and parents share information about the children daily. Parents are kept well informed of their child's day through daily discussion and daily written report sheets for babies. The systems to ensure that all parents know how their children are progressing and developing are in the early stages. Parents are kept up-to-date about nursery routines and events through regular newsletters. Children benefit from the involvement of their parents in projects this contributes to their well-being at the nursery.

### **Organisation**

The organisation is satisfactory.

An acceptable recruitment and selection procedure means that children are cared for by suitably qualified staff. Some staff are more secure in their knowledge of the 'Birth to three matters' framework and therefore the quality of enjoying and achieving varies throughout the setting. Staff are deployed effectively and work well as a team to meet the needs of children. Children feel welcome because staff adopt a warm, relaxed approach. The environment is safe and organised well.

Staff induction training is not consistently delivered. Although, most staff have benefited from a comprehensive, initial induction, more recent staff have not been acceptably inducted, consequently children's safety is compromised. All legally required documentation, which contributes to children's health, safety and well-being is in place and regularly reviewed.

Children benefit from a keen staff team who are appropriately supervised. There is a commitment from the staff team to continuous improvement and development. The management team are dedicated to improving the service provided through regular staff monitoring and training opportunities. The satisfactory quality of the provision means that overall the provision meets the needs of the range of 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 satisfactory. 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 staff are aware of child protection issues and are able to implement the policies and procedures
- support children's play and learning through making better use of the resources and environment
- continue to build on the selection of resources, paying particular attention to the sand, water and domestic areas ensuring they offer appropriate challenge for the needs of the children
- ensure all staff have induction training which includes health and safety and child protection policies and procedures in their first week of employment.

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](http://www.ofsted.gov.uk)