



Temple Sutton Children's Centre

Inspection report for early years provision

Unique Reference Number	EY338028
Inspection date	09 February 2007
Inspector	Patricia Mary Champion
Setting Address	Temple Sutton Primary & Infant School, Eastern Avenue, SOUTHEND-ON-SEA, SS2 4BA
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Registered person	Temple Sutton Primary School
Type of inspection	Integrated
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 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?

Temple Sutton Children's Centre is run by the governing body of Temple Sutton Primary School. It opened in 2006 and operates from a purpose built unit and two nursery classrooms on the school site. The children's centre is situated in an urban residential area of Southend-on-Sea. All children share access to secure, enclosed, outdoor play areas. A maximum of 83 children may attend the facility at any one time. The children's centre opens five days a week for 48 weeks of the year. Opening times are from 08:00 until 18:00.

There are currently 126 children aged from five months to five years on roll. Of these, 78 children receive funding for nursery education. Children attend for a variety of sessions or full day care. The children's centre serves the local community and surrounding areas. The setting supports a small number of children who have learning difficulties and/or disabilities or who have English as an additional language.

The children's centre employs 20 staff, of whom 18 of the staff, including the manager hold appropriate early years or teaching qualifications. There are two staff currently working towards higher early years qualifications. The setting receives support from the local authority, the Pre School Learning Alliance (PSLA), the Community Development Officer working from the Cecil Jones Business College, the Southend East Nursery/Early Years Cluster and Southend Adult College.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children thrive because their health and nutritional needs are rigorously promoted through very effective procedures and practices followed by staff. The centre maintains an extremely high standard of cleanliness. Children are protected through thorough and rigorous cleaning procedures. Staff in each room have clearly defined systems to record what has been done so that no areas can be overlooked. Routines such as adults removing their shoes before entering the babies' play rooms ensure that the youngest children can crawl and explore in a very clean environment. Baby items are sterilised and staff wear disposable gloves and aprons to prevent the risk of cross-infection. Nappy changing is hygienically and sensitively undertaken. Toilet training and any toileting accidents are discreetly dealt with to preserve dignity and self-esteem.

Children stay healthy because staff are proactive in gathering a wealth of information in person and on paper about the children's needs, prior to their care. Information about communicable illnesses and diseases is displayed throughout the nursery. Parents understand that children must not attend if they are ill or infectious and any that become unwell whilst in the centre are kept comfortable until they can be collected. Staff hold up to date first aid and food hygiene certificates and this ensures that children's health is promoted and staff can deal with minor accidents. The children's centre has links with health professionals and hosts clinics relating to all aspects of health advice. There are long term plans towards creating a Healthy Living Centre on site.

Children have an extremely strong understanding of simple health and hygiene practices. They independently, spontaneously and consistently follow hygiene routines. Children know the importance of washing their hands in order to remove germs and prevent the spread of infection. They always dispose of used tissues in the bin. Children can manage their personal care with increasing independence as toilet facilities are easily accessible.

Children benefit from a highly nutritious diet. They choose from a wholesome menu of freshly cooked meals for lunch. Meals meet strict standards to ensure children receive a balanced diet and develop good eating habits. Children enjoy their mid morning and afternoon snacks in their home bases. Older children are developing a very good understanding of why they eat nutritious food and how it relates to their healthy bodies. Much discussion about likes and dislikes takes place over the snack table. They enjoy tasting different food, for example, they are offered a variety of fruit or salad vegetables. The snack table becomes a social occasion for the older children in the nursery, for example, as they drink tea and use china cups and plates. Some children bring a packed lunch, which is stored in a cool place until needed. Fresh drinking water

is available in each room and the older children are encouraged to help themselves to a drink from the water cooler when they are thirsty. Babies are sensitively cuddled as they are bottle fed in comfort and all food offered to the youngest children is appropriately mashed or liquidised. Staff gather information about any allergies or special dietary requirements so that individual needs are effectively met.

Children are developing a very positive attitude to healthy living. The programme for physical development is excellent. Children eagerly look forward to playing outside where they can move energetically or take part in an excellent range of outdoor activities and learning experiences. Children ride and push wheeled toys with confidence, carefully steering and moving with control as they avoid obstacles. Children are becoming increasingly agile as they take part in exercises that help develop their coordination. They learn about warm up exercises and they practise movement in a variety of ways. For example, they listen to and follow instructions from the 'sticky kids' tape and gallop, crouch down small, jump or walk on tiptoes. Younger children enjoy climbing on soft play apparatus and have a wide range of equipment within their rooms so that they can practise their developing mobility by crawling and pulling themselves up by holding onto furniture. Babies are taken on regular outings in the fresh air within the local vicinity.

Children sleep peacefully undisturbed according to their own needs or parents' wishes. All children aged under two years sleep in cots. Each child has separate bedding, which is frequently changed and washed. Older children have comfortable areas where they can have a nap, relax or play quietly.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a safe, comfortable and well designed environment. They have plenty of play space and benefit from the use of the central 'break out' room in addition to their home bases. Each room has its own designated outdoor play area. This outdoor space can be used throughout the year as it has durable play surfaces or is covered by a canopy. The interconnecting baby rooms are thoughtfully designed with the child in mind and provide bright and warm home bases. Babies and very young children have choice in an environment kept safe by knowledgeable adults who know there should be a balance between freedom and safe limits. Staff throughout the setting put considerable effort into making the rooms welcoming by displaying posters, photographs and examples of the children's artwork for their appreciation.

Children stay safe because risks of accidental injury are minimised. Staff attend health and safety training, are vigilant and use very good risk assessment systems to reduce potential hazards. Security has a very high profile. Coded touch pad entry systems are in place to ensure that children cannot exit unnoticed and unauthorised visitors are unable to gain access. There are clear procedures regarding the children's arrival and collection by parents and carers. All visitors are closely monitored.

Children learn about their own personal safety through the daily routine. They know that it is safer to walk rather than run while indoors and they stand clear when doors are being opened. Children help to pick up tripping hazards or they sweep the sand to prevent minor indoor

accidents. They learn about road safety as they go on short walks and fire evacuation procedures have been practised.

Children access an excellent range of high quality, safe and suitable play materials and furnishings. Most of the equipment is set out to enable children of all ages to make choices and self-select. Children also access many natural and sensory resources to stimulate their senses. All toys within reach of babies are safe for them to explore using their mouth or hands. Play equipment and furniture is routinely checked for damage and cleanliness.

Children are safeguarded because staff have attended child protection training and the procedures for protecting children are robust. Staff are fully aware of their child protection responsibilities, which ensures they act in the best interests of children. The new lilac child protection book from the Local Safeguarding Children Board (LSCB) is readily accessible.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are secure, happy and have great fun as they play. They relish the exciting and varied activities and are highly motivated to learn. Children settle quickly into daily routine and participate fully in the activities. The level of care, guidance and support for children is excellent and is maintained successfully throughout the centre. There is a very effective key worker system, which ensures that children and parents have an identified person they can relate to. Staff develop strong and caring relationships with the children and know them extremely well. As a result they are able to respond quickly when children are upset or need extra support.

Staff are confidently gaining knowledge of the 'Birth to three matters' framework and are successfully using this framework to plan the activities for the youngest children attending the centre. The daily planning of activities is based securely on the adults' accurate observations of what the children achieve and what they need to do next in their learning. Babies and young children enjoy a wide range of sensory toys and creative play. The use of treasure baskets allows babies and toddlers to investigate different textures and natural materials. Sand and water is available on a daily basis and children are starting to use props and resources to play imaginatively. For example, they make cups of tea in the home corner or pretend to be the teacher and read each other stories.

Nursery Education

The quality of teaching and learning is outstanding. Staff have an excellent knowledge and understanding of the Foundation Stage and the way young children learn. They know the children really well because they continually observe, assess and record children's achievements. Sessions are extremely well paced and learning is promoted by the very strong balance between adult-led activities and the choices that children make for themselves. Children are grouped effectively to ensure that they receive a high level of adult support. The classrooms and the outdoor area are extremely well resourced to provide a rich, stimulating learning environment.

Children respond exceptionally well to the staff's expectations and listen attentively and understand the need for responsible behaviour. Interaction between the staff and children is

excellent. The high quality questions and explanations clearly focus on encouraging children to respond. Staff are exceptionally skilled at extending the children's vocabulary at every opportunity. Children give animated and interesting responses and enjoy retelling stories or anticipating what is going to happen next within favourite books such as 'The Very Hungry Caterpillar'. There are many opportunities provided for children to explore mark making with pencils, chalk or brushes and they begin to write their name on their work.

Children make excellent progress given their starting points and capabilities. The imaginative and exceptional curriculum, with its wide range of activities, both indoors and outdoors, gives them a flying start. Staff find out where children are developmentally on admission and review this regularly to ensure children continue to progress. Children persevere and concentrate and they take care with their work. They relish challenge, offer their own ideas and are eager to take part in games or activities where they can demonstrate their mathematical skills. For example, when they play with the picture dominoes they eagerly count items and match and sequence the corresponding numerals.

Children's imagination is developing well. They create highly individual art work using a variety of medium and materials and explore colour, texture and shapes. Children readily express their feelings through music and movement, role play or small world play. Themed props, costumes and resources are provided for added interest and stimulation.

Children are inquisitive and fascinated by their surroundings and spend long periods outdoors. They develop their knowledge and understanding of the world through the activity programme. They plant bulbs, go on journeys around the school and play with mini beasts in the water troughs. There are excellent opportunities for children to learn about technology as they use the educational software on the computer. Children adeptly move the mouse to control movements on screen. They develop an excellent sense of time as they discuss events in their lives and compare the weather and seasons. Children make excellent progress in their physical development as they constantly use tools, such as scissors, utensils or cutlery, developing very good coordination.

Helping children make a positive contribution

The provision is good.

Children are warmly welcomed into the setting. They feel a sense of belonging as they find their photograph above their coat peg and take part in self-registration by finding their name. Children are actively encouraged to make choices and take decisions for themselves and they form very good relationships with the staff and each other. They play harmoniously and receive plenty of praise and encouragement to raise their confidence and self-esteem.

The centre's very caring ethos means that children feel valued. Children of all abilities are helped to reach their full potential because the experienced staff team are quick to recognise any developmental delay. They work closely with parents and other agencies to ensure that all children receive appropriate support to help them participate to the best of their ability. Communication is supported by Makaton signing, to ensure that children with language delay are fully included. Effective systems are in place to support children who speak English as an additional language.

The children's spiritual, moral, social and cultural development is fostered. Children show fascination, awe and wonder when they realise that their crocus bulbs have started flowering. They willingly share, take turns and show consideration and care for others. They are able to appreciate and learn respect for a wide variety of cultures and beliefs through the extensive range of multi-cultural resources and artefacts linked to planned topics and festivals. For example, children learn about the Chinese New Year through tasting different food or by looking at items from China.

Children benefit from the very strong links with the school and local community. Children go into the school to use the computer suite or view concerts in the hall. As a result there is a smooth transition when children enter the reception year. Teachers from the main school come into the nursery classes to read stories and students from the feeder secondary school spend time with the children. Children enjoy watching the live theatre group with the nursery class from another school in the area.

The partnership with parents and carers is good. Warm and friendly relationships exist between the parents and the staff team. A wealth of written information is displayed throughout the centre. Parents receive a brochure about the Foundation Stage and the curriculum from the outset. They are invited to attend a 'first steps' course, which introduces the value of rhymes and songs, number play, creative activities and how children begin to read. A book share scheme operates successfully for the eldest children and the centre takes part in the 'book start' treasure chest scheme. Daily diary sheets and good verbal feedback for the youngest children ensure that an effective two-way flow of information is shared. However, the parents of the funded children do not always know about the themes and the daily activities so that they can continue their child's learning at home. Parents appreciate the efforts of the staff team and commend the ways in which they settle the children into the setting. They become involved in successful fundraising events through the Temple Sutton Circle of Friends. The management are well aware of the need to keep a record of complaints they can share with parents.

Organisation

The organisation is good.

Children are cared for by a well qualified, highly skilled and dedicated staff team. Robust recruitment and vetting procedures ensure that all adults are suitable to work with children. Staff are experienced and share their expertise and considerable knowledge with each other and with parents and carers. They are constantly developing their practice through training and as a result the quality of care is good overall with some outstanding features. Very good contingency arrangements are in place to provide adult cover to allow the staff to attend training courses. The very effective staffing ratios ensure that children have good support and allows all children to experience many interesting and different activities throughout the day. Indoor and outdoor space is laid out to maximise play opportunities for children.

All the regulatory documentation is in place and is regularly reviewed. There is a wide range of suitable policies and procedures in place to support the management of the centre. The manager is currently in the process of systematically organising the operational plan so that it holds all the relevant information to promote children's welfare, safety and learning and can be shared with parents.

The leadership and management of the nursery education is outstanding. The excellent leadership team of the manager and the head teacher of the school are fundamental to the children's centre's success. Both are passionate about children's well-being and learning and are creating an inspirational setting. The room leaders fulfil their management roles very well and there is a strong team spirit amongst the staff. Regular staff meetings are held and an appraisal system is in place to support the staff's ongoing professional development. The manager constantly searches for ways to improve on what is already of very high quality. All staff have high expectations for the children. The centre's self-evaluation provides an accurate picture of its strengths and areas for development. There is a well thought out plan for further improving the quality and range of services provided.

Overall children's needs are met.

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.

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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):

- develop the operational plan so that it effectively explains how the setting runs and can be shared with parents.

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):

- monitor and develop further the links with parents so that they have more information about the themes and daily activities and are all actively encouraged to become more involved in their child's learning in meaningful ways.

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