

# Surestart Summerfield Childrens Centre

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY336439
<b>Inspection date</b>	09 March 2007
<b>Inspector</b>	Jackie Nation
<b>Setting Address</b>	42 Cape Street, BIRMINGHAM, B18 4LE
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<b>Registered person</b>	Birmingham City Council
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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](http://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?

Sure Start Summerfield Children's Centre opened in 2006. The setting is managed by Birmingham City Council and operates from a purpose built building in the Winson Green area of Birmingham. The centre serves children and families in the local community and surrounding areas. All children share access to a secure enclosed outdoor play area.

A maximum of 42 children aged from birth to five years may attend the nursery at any one time. The centre is open each weekday from 07:30 to 18:00 all year round, except for bank holidays. Children attend a variety of sessions.

There are currently 45 children on roll. All of whom receive funding for nursery education. The group supports children with learning difficulties and disabilities and children who speak English as an additional language.

There are eight members of staff employed to work directly with children at the setting, all of whom hold appropriate early years qualifications.

The centre offers training for parents, stay and play sessions, advice and drop in sessions, outreach work, health and family support and parents groups, determined by local needs.

The centre receives support from the Early Years Advisor and the Birmingham local authority early years service.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are cared for in a clean and well-maintained environment. They learn about the importance of good hygiene practices through very well-established daily routines. For example, children begin to understand why they must wash their hands before snacks and meals and after using the toilet. Older children are independent in their self-care skills, they understand about germs on their hands and are encouraged to use and dispose of tissues appropriately.

Children's health care needs are supported very effectively with detailed policies and procedures which work in practice. For example, if they require medication, have an accident or become unwell. The setting have written consent to seek emergency medical treatment or advice and staff have completed first aid training. There are rigorous procedures in place to sustain good levels of hygiene and prevent the spread of infection, such as staff wearing disposable gloves and aprons for nappy changing.

Children's dietary needs are met at all times through parent's written information about their child's preferences and written records which detail any specific requirements or allergies. Children are developing their understanding about healthy eating as they enjoy a range of fresh fruit at snack time. The setting implement a local healthy eating policy, this initiative ensures children are well-nourished and promotes their health and well-being. Children are able to help themselves to drinking water in all rooms, a covered jug of water and cups are available at a level where children can help themselves. This helps to keep them hydrated.

Children engage in a range of physical activities and they enjoy playing outside. This ensures they get sufficient exercise and promotes their health and well-being. They use a range of equipment during outside play such as bikes and pushchairs, demonstrating that they are developing good skills, such as, pedalling and spatial awareness. There are times during the day when children can be active or relax and look at books in the comfy book area.

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

The provision is satisfactory.

Children are cared for in a bright, spacious and well-organised environment. The layout of each room and equipment is attractive and welcoming. Children independently select activities and resources from a wide range of very good quality toys and equipment which meet safety standards. Staff carry out regular checks on toys and equipment to ensure they are safe and suitable for children to use. Both the resources and the accommodation has a positive impact of children's learning.

Children are kept safe from harm as staff are deployed effectively and vigilant about their safety. The indoor environment is safe and secure, for example, access to the premises is monitored effectively. Visitors to the centre are required to formally identify themselves and

sign the visitors book. There are effective procedures in place for the safe arrival and departure of children. Children are able to move around safely and freely as identified risks and hazards have been minimised through the completion of risk assessments. However, risks to children in the outdoor play area are not fully assessed, therefore, children's safety may be compromised. Children are kept safe on outings as they are supervised at all times and risk assessments are completed prior to children visiting places such as the Theatre. Children's welfare and well-being is fostered and children learn how to stay safe through a range of routines and planned activities. Staff regularly reinforce and consolidate children's understanding. For example, they are reminded to walk and not to run indoors and to be careful of trip hazards posed by toys on the floor.

Children are well protected from potential abuse or neglect because staff are very aware of their roles and responsibilities whilst protecting children in their care. They are clear about following the settings child protection procedures, by reporting their concerns to the manager who would follow through any issues of concern.

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

The provision is good.

Children are happy and enjoy their time at nursery. They are eager to learn and participate enthusiastically in a wide range of stimulating and worthwhile activities. Children learn new skills and acquire new knowledge through well planned activities and opportunities for free play. Equipment is easy to reach for safe exploration, this also helps promote social interaction between children. Children enjoy very positive relationships with their peer group. They laugh and smile at each other as they jump into the ball pool. Children are helped to view themselves positively as their self-portraits and photographs of them taking part in activities are displayed in the rooms. They are praised in their achievements and encouraged to take pride in their work which is attractively displayed in each room. This helps children to feel valued and appreciated, and helps develop their confidence and self-esteem. Facial expression cards in each room enable children to develop an awareness of different emotions and feelings, they talk about the faces and imitate them, for example, a happy or sad face.

Staff are aware of the 'Birth to three matters' framework. They support younger children's learning appropriately by planning a range of experiences which cover all aspects of the framework to enable children to explore, experiment and be creative. Staff change activities frequently to respond to the children's needs and interests. Staffing interaction with the children is good in all rooms. Children are getting to know each other, through play, sharing toys and resources, for example, during floor play with the garage and cars. All children enjoy listening to stories and singing songs. Younger children love to sit and look at books. They choose a book they like, sit turning the pages and take on the role of the story teller. Appropriate resources help children learn about number, colour and shape. For example, children count the different types of food featured in the 'Very Hungry Caterpillar' story. Children like to play imaginatively, be creative and play in sand and water. Staff use their observations to inform planning for younger children and ensure they make good progress.

### **Nursery Education.**

The quality of teaching and learning is good. Staff have a good knowledge and understanding of the Curriculum guidance for the foundation stage and early learning goals. They provide a well-balanced programme of interesting and stimulating activities which cover the six areas of learning. There are systems in place for planning, evaluation and assessment which have only

recently been implemented. They have not been in place long enough to be fully consolidated, therefore, they do not always demonstrate how children make progress according to their individual needs.

Very effective use is made of the accommodation indoors. The rooms and resources are well organised, toys and resources are accessible and stimulate children's interest in learning. Children are able to self-select activities, develop independence and take responsibility. Good staff interaction and effective staff questioning helps children to persevere with tasks, consolidate their learning and promote further discussion.

Thorough procedures are in place to plan for inclusion and offer a service for children with learning difficulties or disabilities. This ensures children with specific needs are included in all aspects of the setting and make good progress. Good consideration has been given to sources of support for children who speak English as an additional language.

Children relate well to each other, they are developing their confidence and self-esteem and beginning to learn right from wrong. Staff manage children's behaviour well by helping them to understand what is expected of them in terms of acceptable behaviour. They create an environment that sets, explains and maintains clear and consistent boundaries. Children's behaviour is good and they are learning to share, take turns and take part in group activities.

Good emphasis is placed on children's personal, social and emotional development. Staff have high expectations of what they can achieve and focus initially on developing their self-esteem, independence and social skills. Children wash their hands before snack time, pour their own drinks, are able to put their coats on and use the bathroom independently.

Children make good progress in all aspects of communication. Their speaking and listening skills are developing well. Children have regular opportunities to recognise and write their own name and practise mark-making skills. For example, finding their name card for self-registration and they have access to a good range of resources in the writing area. Children speak confidently in groups, during registration and individual situations. Children enjoy looking at books which they access independently and they listen to stories attentively. Children are encouraged to use some common expressions, for example, for greeting and thanking people.

Children are beginning to see connections and relationships between numbers. They are encouraged to show an interest in numbers and enjoy many activities to develop their skills in counting. For example, number songs, number puzzles and during role play. Staff use positional language such as, in front, behind and next to and talk about more and less, big and small to help children compare size and quantity.

Children know about the uses of everyday technology and are given time and encouragement to use all their senses and investigate a wide range of materials. For example, sand, water, play dough and cooking activities. They are able to explore objects and are interested in how things work. For example, cameras, calculators and telephones. They learn how to operate a variety of equipment, they are fascinated by magnets and equipment for exploring and investigating. For example, children connect the magnetic fishing rod with a sensory water toy and they think about why the fishing rod will not work on the sensory water mat. Children enjoy being creative and playing imaginatively, they paint, make models and use a wide range of musical instruments.

Children enjoy a wide range of activities that help them to develop their confidence and physical skills. For example, music and movement, dancing and outdoor play. Children move around imaginatively and showing control and co-ordination. Children recognise the changes that

happen to their bodies when they are active, such as feeling hot and needing a drink. They use a range of small and large equipment well and pedal bikes competently. Children persevere with activities, for example, practising using scissors. They use a variety of different materials, painting and printing techniques to develop their creativity and imagination. Collage and modelling materials are freely available for children to be creative and explore colour and texture.

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

The provision is good.

Children are warmly welcomed into the nursery and are valued and respected as individuals. Good information is recorded about children's individual needs and this helps staff meet these needs. Children's contributions and achievements are valued by staff who are extremely sensitive to children's diverse learning needs. Bi-lingual staff help to develop children's language skills ensuring they receive appropriate support.

Children are fully included in all activities and their differences are acknowledged and supported. Staff help children get to know each other during activities and through discussions. This helps children to feel a sense of belonging and feel secure within the group as they follow the daily routine. Children benefit from activities and resources which help them value diversity. Toys and equipment reflecting positive images of culture, gender and disability are accessible to all children. Children's spiritual, social, moral and cultural development is fostered.

Children behave well, they listen and respond positively to gentle reminders from staff. They help to tidy the toys away after use and work together to achieve this task. Staff are positive role models to children, they talk to children respectfully, they are polite and caring. Children are learning to negotiate as they take turns with a specific toy or play in a particular area. Staff give children lots of praise and encouragement for good behaviour.

Partnership with parents and carers is good. Settling-in arrangements for children are very flexible and parents are welcomed into this friendly group. Parents are fully informed about their child's progress, through parents evenings and review meetings. Staff welcome the informal contact with parents at the beginning and at the end of each session. They talk about the activities children enjoy and how their child is settling into the nursery. Partnership with parents is highly valued at the centre and many initiatives are being developed to ensure parents in the local community feel part of the centre, including a parents group, training workshops and stay and play sessions.

### **Organisation**

The organisation is good.

Children benefit from attending this welcoming and friendly setting. The atmosphere is extremely welcoming to adults and children alike and the enthusiastic and motivated team enhance the quality of the service offered. Training opportunities are ongoing for staff to help enhance their existing knowledge and skills. Group sizes, staff ratios and deployment contribute to children's good health, safety, enjoyment and achievement and ability to take an active part in the setting. Effective recruitment and vetting procedures are in place which ensures all staff are suitable to work with children. All staff hold appropriate early years qualifications and have relevant experience. There are support staff working at the centre who also carry out crucial roles in maintaining the premises effectively.

Polices and procedures work effectively in practice to support and promote children's health, safety and enjoyment. Confidentiality is maintained as children's personal information is stored securely. All the required documentation is in place for the safe and efficient management of the provision.

Leadership and management of the nursery education is good. This contributes to children making good progress towards the early learning goals. They have a clear vision for the future of the nursery, with a strong focus on the whole child's enjoyment and learning. There is a strong commitment to offer a good quality, integrated service accessible to all families, so that children reach their full potential. Regular staff meetings are held to discuss practice issues, planning and children's development. There is a positive commitment from the manager to continue to develop the early years provision.

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 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 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 positive steps are taken to minimise risks to children while playing outside.

#### **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):

- consolidate planning, evaluations and assessments of funded nursery education to ensure that all children make progress according to their individual needs.

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)