

Greets Green Childrens Centre

Inspection report for early years provision

Unique Reference Number	EY343496
Inspection date	23 March 2007
Inspector	Jackie Nation
Setting Address	Greets Green Childrens Centre, Wattle Road, West Bromwich, West Midlands, B70 9EZ
Telephone number	0121 524 1973
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Registered person	YMCA
Type of inspection	Childcare
Type of care	Full day care, Out of School 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

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?

Greets Green Childrens Centre opened in 2006 and operates from three rooms in a purpose-built nursery centre. It is situated in the West Bromwich area of Sandwell. The nursery serves children in the local community and surrounding areas. All children share access to a secure enclosed outdoor play area.

A maximum of 67 children from birth to five years may attend the children's centre at any one time. The children's centre is open each weekday from 07:30 to 18:00 all year round. Children attend a variety of sessions.

There are currently 32 children on roll. The children's centre supports children with learning difficulties or disabilities and children who speak English as an additional language.

There are nine members of staff employed at the setting, all of whom hold appropriate early years qualifications.

The nursery receives support from the Early Years Teacher Advisor and the Sandwell local authority early years service.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's understanding and awareness of good health and hygiene is promoted through well-planned daily routines. Children are learning about personal hygiene and how to keep healthy, by washing their hands at appropriate times during the day. Children are kept safe from the spread of infection as they play and are cared for in an inviting and clean environment. Staff ensure that effective procedures are in place for changing nappies and they provide individual bedding for children, this helps to minimise the risk of cross-infection.

Children's health care needs are supported appropriately with detailed policies and procedures which work in practice, for example, if they require medication, have an accident or become unwell. A member of staff is on duty that is qualified to administer first aid and therefore respond appropriately to accidents should they occur. There is a policy in place about the exclusion of children who are ill or infectious. This supports children's health and well-being.

Children are well nourished and kept hydrated. They enjoy fresh fruit at snack time are able to help themselves to drinking water throughout the day. This provides children with opportunities to take responsibility for their own needs and ensures their fluid levels are maintained. Snack and meal times are a sociable occasion as children sit with staff and take a break from their play. There are good discussions about the food they are eating and older children are able to serve themselves to food at lunchtime. Good attention is given to children's individual dietary needs as these are discussed with parents and information about cultural and individual dietary needs are recorded.

Daily routines and activities ensure a balance of energetic play and opportunities for children and babies to rest. Children's sleep routines are effectively accommodated as staff work closely with parents to ensure each child's needs are met.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in premises that are welcoming, secure and child-centred. Staff welcome children individually as they arrive and spend time talking to them. All areas are brightly decorated and clean which creates a stimulating environment for the children. Children have access to a very good range of toys and equipment which are of a high standard and meet safety requirements. Resources provide a good level of challenge and are appropriate to the children's age and stage of development. Good attention is given to cleaning toys in all rooms to make them hygienic and safe for children to use. Room thermometers are not available and this makes it difficult to monitor the heating to ensure the temperature is kept within a comfortable range.

Children play in an environment which is effectively organised and potential hazards have been assessed by staff. Daily room checks are carried out and the outdoor area is checked for safety before children play outside. Staff give good priority to identifying hazards and reducing risks of injury to children. Children benefit from a good range of safety measures. For example, access to the premises is monitored by close circuit television and staff who check identification and record details of visitors to the setting. Staff are deployed effectively, which means the children are supervised well at all times. Good procedures are in place for fire evacuation, exits

are kept clear from obstruction and staff are aware of the procedures to follow. All playrooms have immediate access to the outside play areas.

Children's welfare is safeguarded because staff have a good understanding of child protection. Staff have attended training and understand the procedure to follow with any concerns. The child protection policy is shared with parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time in the nursery and those who are new are helped to settle by staff who are sensitive towards their individual needs. Young children respond well to the staff's gentle responses, smiles and praise during play, routines and meal times. They benefit from routines which are consistent with their home experiences and this increases their sense of belonging.

Staff have an understanding of the range of experiences and activities which enable children to make progress in all areas of their learning and development. Planning and assessment documents incorporates the "Birth to three matters" framework and the Curriculum guidance for the foundation stage. Staff achieve a good balance of child-initiated play and planned focus activities and this enables children to explore and develop their play. Staff provide children with a range of experiences to develop their senses and creativity, by exploring paint, play dough, sticking activities, water and sand. Children independently choose from a suitable selection of resources that develop their emotional, physical, social and intellectual capabilities, building on their natural curiosity as learners.

Children enjoy physical exercise and playing outside in the fresh air. However, the outside area is not always used to its full potential to help promote children's physical competence. For example, by using the outdoor area as an extension to the playrooms. A good range of resources for outdoor play helps children learn a wide range of skills, for example, climbing, pedalling bikes and using bats, balls and hoops.

Younger children's independence is promoted in a variety of ways as they move around freely accessing toys and play equipment. Equipment is easy to reach for safe exploration. Staff place equipment to promote social interaction between children and help them learn new skills, for example, negotiation and sharing. Staff give children good support to enable them to be confident to try new experiences. Older children are fully involved in activities which develop their mathematical thinking, imagination, language and creative development, for example, sand, water, role play, construction, singing, art and craft activities and outside play. Children join in action songs with confidence, and enjoy going on a 'Bear Hunt'.

All children benefit from warm relationships with staff who are genuinely interested in what they say and do and give them lots of praise and encouragement. This helps children to feel valued and appreciated. Staff work directly with the children and give them good support and direction, for example, staff play at the children's level, on the floor or sitting at tables where children may need more help.

Children make good progress in their play and learning and their achievements are shared with parents. Staff have devised a 'learning journey' record for each child which records their progress, enjoyment and development through the use of photographs which show children taking part in activities.

Helping children make a positive contribution

The provision is good.

Children are treated with equal concern and are valued and respected as individuals. A good range of information is gathered at the admission stage, this includes details of children's specific needs, care needs and parents preferences. Good arrangements are in place to support children and their families where English is not their first language. Children's understanding of the wider world and diversity is developing through the use of positive images resources, such as puzzles, books and planned activities. Children with learning difficulties or disabilities are supported effectively. The setting has strategies in place to work with parents and other professionals to meet each child's needs.

Staff encourage good behaviour and consideration of others. They talk calmly to children, give gentle reminders and talk through issues with them. Staff encourage children to play alongside each other and share both space and toys. Children are praised and encouraged in their achievement. They respond positively to this and this helps develop their self-esteem and confidence. A written statement on behaviour management is shared with parents and there is a system in place for recording significant incidents.

Partnership with parents and carers is good. Children benefit from a key worker system. Staff are aware of each child's needs, this provides continuity of care and contributes to the children's well-being. Parents are provided with daily feedback on their child's care and routine and there are opportunities each day for parents and staff to exchange information. Parents receive helpful information about the provision, the operational plan is available in the reception area.

Organisation

The organisation is good.

Children benefit from the commitment and enthusiasm of all staff who provide a well-organised and inviting environment. The deployment of caring, sensitive staff increases children's feelings of security. Children are cared for in individual base rooms with their peer group. There is plenty of space for children to relax and play in comfort. All staff are qualified and hold appropriate child care and early years qualifications. Staff are clear about their roles, the aims of the setting and the policies and procedures. Children are cared for by staff who consistently interact with them and give them good support, care and encouragement. This helps children feel secure and confident and promotes their well-being and development.

The setting are clear about their aims and objectives. The manager and staff are fully committed to providing good quality care and building on good practice through ongoing staff development. For example, staff continue to further their knowledge and expertise through training. Children's care is enhanced through efficient and effective organisation. Staff implement policies and have recording procedures in place which protect children's health and well-being. 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 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):

- ensure rooms are maintained at an appropriate temperature
- increase opportunities for all children to use the outdoor play area.

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