

Maryport Child and Family Centre

Inspection report for early years provision

Unique Reference Number	EY273826
Inspection date	13 June 2007
Inspector	Stephen Andrew Blake
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Registered person	Barnardo's
Type of inspection	Integrated
Type of 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 satisfactory.

WHAT SORT OF SETTING IS IT?

Maryport Child and Family Centre was established on its present site in 2002 and operates from a purpose built detached building in a residential area approximately one mile from the centre of Maryport. A maximum of 33 children may attend the centre at any one time. This includes a maximum of 23 children attending sessional day care and a maximum of 10 children attending crèche day care. The setting is open each weekday from 09.30 to 12.00 during school term times for pre-school sessions. Pre-school sessions also operate 13.00 to 15.30 on Tuesday and Thursday. A toddler group operates 09.30 to 11.30 on Tuesday and Thursday. A Sure Start crèche operates when required to support adults attending training courses on the centre site. All children share access to a secure enclosed outdoor play area.

There are currently 65 children aged from six months to under five years on roll. Of these, five children receive funding for early education. The centre serves children from the immediate and extended areas.

Maryport Child and Family Centre is managed by Barnardos and employs a total of eight staff. Seven staff hold appropriate early years qualifications.

The setting is a member of the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children thrive because staff follow generally effective procedures and practices which meet the children's physical, nutritional and health needs. However, they do not supply children with individual plates from which to eat their snacks. Staff provide children with a good level of support and guidance to help them gain and develop an age-appropriate understanding of hygiene and personal care. Children stay healthy because staff provide a clean and well-maintained environment and have established effective systems to monitor the medical needs of individual children.

Children enjoy a range of age-appropriate and well-planned activities that enable them to explore, test and develop their physical skills. Staff have a keen knowledge of the 'Birth to three matters' framework and the High/Scope methodology for early years care and education in accordance with the established practice of Barnardos. These are implemented effectively. Staff are also developing an understanding of the Curriculum guidance for the foundation stage and have an appropriate awareness of each child's stage of development. Children are supported effectively by staff as they try new experiences, such as sampling a new food at snack time. All children have a positive attitude to physical exercise, such as running, stretching and riding a range of two and three wheeled outdoor resources. Children's physical skills develop and improve through an appropriate variety of experiences, for example, when using a range of tools for craft and construction activities.

Children's individual health needs are monitored effectively by staff and snacks are planned according to children's dietary requirements. They help themselves to easily accessible drinking water throughout their session and enjoy a good range of healthy and nutritious foods at snack time. Children are beginning to understand the value of good nutrition as staff use imaginative techniques to explain the importance of healthy eating and a healthy lifestyle, for example, during 'stretchy time' and during the doctors role play.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Risks of accidental injury to children are minimised because staff are vigilant and use thorough risk assessments to help reduce potential hazards. Policies and procedures are implemented effectively to help ensure that children are safeguarded. Staff have a good understanding of how to achieve a balance between freedom and setting safe limits. This means that children have opportunities to safely participate in a range of indoor and outdoor activities.

Children stay safe because staff enable them to independently access a range of good quality toys and equipment which meets safety standards. They are aware of children's individual abilities and provide sensitive support to enable all children to use resources effectively and safely. Regular communication with parents contributes to children's safety.

Children are secure because they have a good relationship with the adults caring for them and are confident to ask staff for help when needed. They are very well protected by staff who

have a clear understanding of child protection policies and procedures and give top priority to children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at Maryport Child and Family Centre. They achieve because staff use their sound understanding of child development and of early years guidance, such as the 'Birth to three matters' framework and the High/Scope methodology. Staff have a satisfactory understanding of the Curriculum guidance for the foundation stage. They use their knowledge of child development effectively to plan activities and resources that are accessible and age-appropriate in accordance with individual children's abilities. This enables staff to provide children with good quality care and satisfactory nursery education.

Children settle quickly on arrival as staff ensure they have good information from parents and carers regarding the child's individual needs for that day. The youngest children make progress because staff recognise the uniqueness of each child. Close and caring relationships increase children's sense of trust and help them develop a strong sense of self.

Staff support early communication skills effectively through high quality adult-child interactions. They are pro-active in seeking additional support for all children to promote the development of their language skills, for example, through regular visits by a speech therapist. Children relate well to each other and have a good relationship with staff. Children begin to make sense of the world and express their ideas as they join in a range of planned activities, for example, when engaged in role play or visits to places of interest.

Nursery Education

The quality of teaching and learning is satisfactory. Children are motivated and challenged as staff provide a range of accessible resources which support their development. Children are eager to learn, self assured in their play and confident to try new experiences. Children are using marks readily to represent their ideas and some children are beginning to acquire the skills that will enable them to write their own names. Children use their imagination effectively. They are beginning to make sense of the world around them, for example, when participating in outings.

Children work well together. For example, children support each other when engaged in role play about being at the doctors and when using the construction resources. Children are beginning to use numbers during play and are beginning to recognise shape, for example, when completing the jigsaw puzzles and using interconnecting resources.

Right from the start, staff find out about children's skills, interests and needs and build on this information to help children achieve as much as they can. Staff have a flexible approach to planning and this generally works well. However, the computer in the nursery room is broken and staff have not implemented alternative arrangements to provide children with opportunities to extend their knowledge and understanding of the world through the use of information and communication technology. Staff do not maximise opportunities for children to extend their mathematical development through the use of calculation. Staff have created a very relaxed and supportive learning environment. They are perceptive to children's interests during self-initiated play and use questions successfully to challenge children's thinking and language

skills. They use effective systems of assessment to observe, monitor and record children's achievements and understand what children need to do next to develop their learning.

Helping children make a positive contribution

The provision is good.

All children are welcomed and play a full part in the setting because staff value and respect their individuality. Staff have a good understanding of the family context for each child. Children's behaviour is good. They work together to problem solve with minimum adult intervention and are considerate and helpful towards each other. Staff implement sensitive and age-appropriate behaviour management strategies. Children have an appropriate understanding of right and wrong as staff offer gentle reminders to care for each other and discuss the importance of sharing.

Children have a good range of opportunities to learn about themselves, each other and the world around them through planned activities and outings to local places of interest. This positive approach means that children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. This contributes to all children's well-being within the setting. Parents' views about their child's needs and interests are actively sought before their child starts at the setting, and on a regular basis throughout their time there. Staff ensure that all parents know how their children are developing. They provide parents with a good range of written and verbal information about the setting, its services and about their child's activities and routines.

Organisation

The organisation is good.

Children's care is enhanced by the good quality of organisation. The leadership and management of nursery education is satisfactory.

The premises are well-organised. Indoor and outdoor opportunities are laid out to maximise play and learning opportunities for children. All legally required documentation which contributes to children's health, safety and well-being is in place and regularly reviewed.

Children benefit from qualified and skilled staff that are effectively inducted and supervised. An effective monitoring system ensures that the setting's policies and procedures are consistently applied. Staff are committed to continuous improvement and development. They meet regularly to reflect, monitor and improve the quality of their care and learning in accordance with High/Scope methodology and the evaluative practices of Barnardos. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the centre was asked to improve the level of training received by staff employed to work with babies. The centre was also asked to improve the system for conducting regular evacuation practises and to ensure that there is sufficient storage for equipment.

Since the last inspection staff have re-organised available internal space to provide additional storage for equipment. They have also implemented a robust system to ensure that regular

evacuation practises are held. This improves the centre's organisation and helps children to stay safe.

Most staff working with babies have now received training in this area and a system has been established to ensure that all staff working with babies are trained. This improves the centre's organisation and helps children to stay healthy and safe.

Complaints since the last inspection

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. Since the last inspection 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.

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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):

- provide children with individual plates when eating snacks from the table to further promote children's good health

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):

- review the systems for planning and monitoring the delivery of the Curriculum guidance for the foundation stage to further improve children's progress in the use of calculation and information and communication technology.

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