

Newport Children's Centre

Inspection report for early years provision

Unique Reference Number	EY279117
Inspection date	25 June 2007
Inspector	Pauline Pinnegar
Setting Address	Newport School, St. Pauls Road, Middlesbrough, Cleveland, TS1 5NQ
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Registered person	Joyce Errickson
Type of inspection	Integrated
Type of care	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.

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 satisfactory. 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?

Newport Children's Centre is one of three settings managed by Playgroup Network. It was registered in February 2004 and operates from two rooms in a purpose-built setting attached to Newport Primary School. It is situated close to Middlesbrough centre. It is open each weekday from 08.30 to 15.15 for 51 weeks of the year. There is a fully enclosed outdoor play area available for outdoor play.

A maximum of 40 children may attend the centre at any one time. There are currently 43 children aged from two years to under five years on roll; of these, six children receive funding for nursery education. Children attend from the local community and attend for a variety of sessions. The centre currently supports children with learning difficulties and disabilities and also supports a number of children who speak English as an additional language.

Seven members of staff are currently employed at the setting, All staff hold appropriate childcare qualifications and three members of staff are working towards a further qualification. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The centre environment is very bright and well maintained. High priority is given to children's health and staff consistently implement good health and hygiene practices. Parents are clearly informed that sick children cannot be cared for, so that children are protected from infection. Arrangements for first aid and administering medication fully meet requirements and effectively protect children. Children clearly understand why they need to wash their hands after using the toilet and before they have their snack. Staff consistently promote children's awareness of good hygiene within everyday routines, so that children learn how to keep themselves well. They are developing good levels of independence in attending to their own personal care, as they manage the toilet independently and put on their own coats. Key staff liaise closely with parents, so that they are very alert and responsive to individual development needs. All children are made to feel very special, as they enjoy close interactions with staff, enhancing their sense of security.

Children use the outdoor environment daily. They enjoy a well planned variety of both indoor and outdoor physical play experiences. They love the freedom of movement offered outdoors and use space well to develop their physical skills. They enjoy riding back and forth on the bikes, and practise their climbing skills using the large climbing frame. Children have regular planned opportunities to develop coordination and control, as they enjoy music and movement sessions and ring games. Physical play is well planned to help children develop coordination and to move in imaginative ways.

Parents' wishes are fully considered so that children's individual health and dietary needs are met. Children enjoy varied and healthy meals in the school hall at lunchtime. Well presented displays about healthy eating and carefully chosen books encourage conversations about what is good for your body. Children are introduced to a wide variety of different fruits at snack time, encouraging them to try new tastes and textures. They often help prepare their own food, such as egg sandwiches. They grow some vegetables, such as tomatoes, runner beans and cress. Snack and lunch times are enjoyable and relaxed occasions, where staff and children sit together, sociably sharing conversation.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in very secure, safe indoor and outdoor environments. Vigilant staff protect children by ensuring the main door is kept locked at all times and consistently adhering to their clear procedures for admitting visitors. There is an abundance of artwork, posters, friezes or other displays to enhance the environment. This promotes children's learning and their sense of belonging.

Children's understanding of safety is strongly promoted because staff discuss limits and boundaries with them within everyday activities. They are cared for in an environment where staff confidently balance freedom and safe limits, so that children develop good levels of independence. They routinely explain and reinforce safe practice, like not running indoors and to walk carefully in a line when going over to the dining hall. Good supervision encourages children to behave in caring and responsible ways, for example, they all help to tidy away the

toys before lunchtime. Children participate in fire drills regularly and staff explain the procedure well and warn children in advance of fire alarm checks to avoid unnecessary distress.

Children are cared for by staff who give the highest priority to protecting children and keeping them safe. They enable children to feel confident to share their feelings and make their needs known and sensitively establish very supportive relationships with parents. Staff access appropriate training opportunities and fully comprehend their responsibilities within the procedures of the Local Safeguarding Children Board, so that children's welfare is effectively safeguarded.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The play environment is child friendly and is planned to promote experiences in all areas of children's development. Children are able to choose from a good range of resources independently, enabling them to develop confidence as they plan their own play. Staff are very caring and understanding of children's differing needs and most children settle quickly. An appropriate range of activities are provided to promote children's development. Children experiment with different media, such as sand, water, shaving foam, and paint. They develop confidence and self-esteem, and approach activities with enthusiasm. They show interest in what they do, and enjoy painting, and sticking pulses onto their collage pictures. However, children have limited opportunities to come together as a group for stories and time for them to reflect and consolidate their learning.

Children fill and empty the sand containers, roll and stretch the play dough. They develop their imagination as they play using the small world toys, and construct with 'junk' materials. They dress up and enjoy role play in the home corner. Children are encouraged to be interested in change and the world around them, as they explore natural materials, and grow their own plants in the garden. Staff incorporate the 'Birth to three matters' framework into their planning.

Nursery Education

The quality of teaching and learning is satisfactory. Some of the staff who work directly with the children have a sound understanding of the Foundation Stage. This enables them to promote children's learning so they make satisfactory progress towards the early learning goals. However, some staff have not completed training and have insufficient knowledge of the Foundation Stage. Planning includes sufficient detail about the focus of teaching and what children are intended to learn. Staff routinely record children's achievements in their everyday play experiences and more formally in planned observations. Staff observations are used to consider next steps in learning. However, not all children's records of achievement are available for inspection and records are not clearly dated to accurately record children's progress.

Children enjoy coming to the centre. They confidently explore new experiences and are motivated to learn. They concentrate well on activities and use initiative to develop their own play ideas. Children see a good range of print in the environment, as there are notices in different scripts and resources are labelled. They are beginning to explore early reading as they find their name card on entering the centre. Children enjoy singing songs and rhymes but have limited opportunities to come together as a group for stories and time for them to reflect and consolidate their learning. Children have opportunities to explore their early mark making skills as they paint, draw lines and circles outdoors with chalks.

Children count and become familiar with number concepts within their everyday routines. They count how many bumble bees there are in the interactive game. They use some comparative size and positional language with comprehension in their construction play, such as big and little and match shapes with shape sorters. Children become interested in the world around them as they observe changes in the plants they have grown, such as broad beans, buttercups and tomatoes. The current topic is the 'farm' and children have developed an interest table relating to food grown on the farm. Children also explore other scientific concepts, such as freezing and melting. They make models with bricks and develop their own designs using boxes. They are beginning to show competence and skill using the computer. Children develop their imagination, using role play and music, and have opportunities to explore their senses in planned activities.

Helping children make a positive contribution

The provision is satisfactory.

Children enjoy warm and caring relationships with staff, who work closely with their parents to find out what is important to them. Children know they are valued, as staff listen to what they say and find out about their interests. Staff offer support and reassurance so that children feel secure and content in the centre. The centre is effective in meeting children's individual needs. Children receive a warm and personal welcome and are fully supported by good interactions with staff, as staff actively support their personal choices. Support for children's additional needs is a significant strength of the centre. Staff ensure all children can take part in all activities according to their needs and abilities. Staff create a fully participative environment, enhancing children's ability to make their own choices and decisions.

Children learn to be kind and polite as staff gently and consistently reinforce rules and boundaries. Their good behaviour is sensitively encouraged and supported. They learn to keep the play environment tidy, to share, take turns and think about others. Staff clearly explain why certain behaviour, like pushing, is unacceptable so that children feel safe and know staff will help them to resolve any difficulties. Star charts are used as a reward system for positive behaviour.

Children learn about different faiths, beliefs and lifestyles as they engage in activities, like role play and accessing a range of toys which reflect positive images of diversity, which reflect their local community and wider world. They have books to read and well displayed posters show images of other cultures and scripts. Outings are planned occasionally, for example, to the local shops, library and community centre; this helps to promote children's awareness of their local community. Staff create a participative environment in which children make lots of choices and decisions. They learn to express their own needs and preferences and actively contribute to their own experiences. This positive approach fosters children's spiritual, moral, social and cultural development.

Partnership with parents is good. Children benefit from the two way sharing of information about their needs and daily routines. Parents information is displayed on a notice board; they receive a newsletter regularly and have access to the groups policies and procedures. There are information leaflets which are given to parents regarding the Foundation Stage and the 'Birth to three matters' framework. Parents feel relaxed and comfortable in their relationships with staff, which promotes children's sense of security. They feel confident to raise any concerns. The complaints procedure is displayed for parents. A complaints log is kept as required. Partnership with parents regarding the nursery education is satisfactory. Parents are involved in the initial assessment of their child within the Foundation Stage curriculum. They informally

discuss their child's development but there are no formal procedures in place to do so, consequently, parents are not fully informed about their child's learning and development.

Organisation

The organisation is satisfactory.

The environment is organised well to promote children's welfare and safety. Space and the organisation of resources maximises children's opportunity for independent learning. Consistency and continuity in children's care is not always effectively taken into account when planning staff rotas, resulting in some children's key worker not always being present to implement the planning effectively. There are robust staff recruitment and vetting procedures and clear induction procedures in place. This ensures children's welfare is safeguarded.

Required documents are satisfactorily organised, contain the required information and are stored confidentially. Detailed policies and procedures are in place; they are shared well with staff and made available to parents to appropriately promote the welfare and care of the children.

The leadership and management of the nursery education is satisfactory. Staff are well supported by management to attend relevant training to assist them in their work, and appraisals highlight areas for development. However, not all staff have completed training on the Foundation Stage curriculum. The manager is aware of the strengths and weakness of the provision and is committed to improving the care and education for all children. Regular staff meetings are in place to provide opportunities to share and evaluate practice.

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 provider was asked to provide written information in different languages to reflect the needs of the families using the service.

The setting continually seeks ways to improve ways to communicate effectively with parents.

Complaints since the last inspection

Since April 2004 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 complaint 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 organisation of staff to ensure children's key worker is present to provide continuity of care and education
- increase the opportunities for children to come together as a group and introduce more ways for children to look at books and listen to stories.

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):

- continue to develop the systems for sharing information with parents regarding children's progress
- ensure all staff who teach children have sufficient knowledge of the Foundation Stage
- ensure children's development records are dated so they clearly show progress.

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