

Surestart Broadway Children's Centre Day Nursery

Inspection report for early years provision

Unique Reference Number	EY337669
Inspection date	06 June 2007
Inspector	Jackie Phillips
Setting Address	Sure Start Broadway Childrens Centre, Broadway, Grimsby, South Humberside, DN34 5RS
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Registered person	For Under Fives Ltd
Type of inspection	Childcare
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

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?

Sure Start Broadway Children's Centre Day Nursery registered in 2006. It operates under the private organisation of For under Fives Ltd. The well established company has a total of fourteen nurseries, four of which are within Children's Centres. The Broadway Centre is part of Grange Western and Central Sure Start which operates a second satellite centre, named Central Children's Centre. Broadway and Central Children's Centres are located in the middle of Grimsby and are approximately five miles apart. For under Fives Ltd oversees the day care operation whilst the Board of Governors of Western Primary School oversees the operation and management of the Children's Centre.

Broadway Children's Centre is a linked provision located in the grounds of Western Primary School in Grimsby and serves the childcare needs of the local community. The Children's Centre does not access funding for nursery education, this is provided within the primary school. The building was extended and refurbished in 2006 and although is detached, is linked to the school by a covered walkway. The property has one main ground floor room for children aged from birth to under five years. Kitchen and toilet facilities are also available. Other community facilities are available in the Children's Centre building, such as family and training rooms.

The hours of operation are between 08.00 to 18.00, Monday to Friday all year apart from public holidays and Christmas week. The nursery is registered to provide care for 32 children under the age of five years. Currently 39 children are on roll which includes 14 children that attend the creche. The Children's Centre can provide information in a range of languages, although currently no children attend that use English as an additional language. Support is provided for children experiencing learning difficulties. Full day care is provided as well as creche and after school provision for children under five years. The Children's Centre receives support from the local authority. Links are also established with an Early Years Education Development Officer, area SENCO, health team workers, social workers, a nutritionist, dietician and health visitors. Eight staff are employed within the nursery, all of whom hold recognised childcare qualifications. The day nursery manager is supported by a deputy manager, two supervisors and nursery assistants. Supply staff are available to cover for team members absences.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health and well-being is effectively supported. They regularly access an interesting and fully enclosed outdoor play area for fresh air and physical exercise. Numerous opportunities are provided for children to be active as they use the varied range of outdoor equipment that includes mobile toys and smaller resources, such as balls, hoops and quoits. An attractive play house, climbing frame and tunnel provides additional stimulation and challenges for children. The good variety of outdoor equipment also includes a wall mounted weather chart for children to record weather conditions first hand. They are able to access shade under a large tree during summer months and a soft surface area, where children are particularly active, helps to protect them if they fall. Mobile toys are expertly negotiated when children use the clearly defined trundle track. Early learning skills are enhanced as they play on the alphabet snake that decorates an alternative paved area.

Secure arrangements are established for sick children. For example, parents are provided with clear written details of exclusion periods when children are ill. This enables them to support staff to maintain a healthy environment and prevent cross infection. If children are injured, the majority of staff hold valid first aid qualifications, which means they can respond to make children comfortable and prevent further risk. A clear system is in place for children who require medication to be administered which includes staff and parents being well informed to keep children safe.

Children understand about effective personal hygiene routines, such as regular hand washing after using the toilet. Clear visual aids are provided in the children's colourful bathroom area. This helps them to remember a defined hand washing process for maximum health benefit. For example, it demonstrates the wetting of hands, applying soap, rinsing and drying procedures. The 'brush bus' hygienically stores children toothbrushes, a routine implemented after meals. This aids children's understanding of oral hygiene and how to care for their teeth. Adults and children, including babies, also use antibacterial hand gel before eating. This ensures that children's hands are clean and provides an alternative method of cleansing to support good health and reduce risk of contamination. Staff explain to children why they are washing and cleansing their hands so that they are familiar with the consequence of their actions, such as 'getting rid of germs'.

A well balanced menu and nutritious meals are provided for children. The menu rotates over a four week period. Planned meals are well displayed for parents to see. Children are introduced to a very good variety of food that includes plenty of fresh fruit and vegetables. The menu reflects food from other cultures, such as chilli con carne from Mexico and garlic bread associated with France. This attention to detail supports children's understanding of meals from around the world and how tasting a wide variety of food makes dining a more healthy and pleasurable experience.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The care environment is welcoming, attractive and stimulating for children. Pictures and posters are displayed around the setting. Photographic evidence is available informing parents of activities children have been involved with. A high proportion of display works involves excessive adult led activity, such as use of pre cut shapes for children to paint, stick or colour. This means the exhibit of children's personal creative work is limited. The resources and equipment provided are clean, in excellent condition and of a high quality. Comfortable sofas are provided for children and adults to use. One is placed near to the children's reading corner and a child was observed to choose a book and sit next to an adult involved in reading nursery materials. The two worked side by side enabling children to understand that print carries meaning in everyday life and that the written word is essential as well as pleasurable. The inclusion of domestic style furniture provides successful links with home for babies and young children. For example, babies mobility skills are encouraged as well as enabling a comfortable place to rest and relax, read books, listen to stories, be cuddled or bottle fed.

Effective record keeping ensures children's safety. For instance, accurate records of attendance, a policy for a missing or uncollected child and written information of children's accidents help to maintain a safe environment. Sleeping babies are regularly checked and details recorded. The emergency evacuation procedure is practised with children and any concerns are identified and risk assessed. This means that children are familiar with the procedure and adults are able to evaluate and action potential hazards. However, at lunch time during the inspection, risks were evident. For example, although children were seated within family groups at low tables to have their meal, hot, unprotected food was carried by adults through the play room to the dining area. The food was not at a suitable temperature for children to immediately begin eating, although they were very excited and stimulated by the sight and smell of their lunch. This meant that children had to wait or blow on their food for it to cool.

Adults of the setting are generally aware of their responsibility to protect children from harm. A well written child protection policy is in place and accessed by parents. Issues regarding children's welfare are documented and information shared with parents. Some members of the team have attended relevant training and there is written and national guidance in place for staff support and referral. Staff members work directly with the children and build positive relationships. This enables them to notice change and be aware of concerns that may negatively impact on the child's health, safety and well-being.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children use a broad and varied range of resources and materials. They are able to make informed choices and decisions regarding their play things as storage and organisation of the toys is

extremely effective. For example, storage boxes are very well labelled with text and photographic evidence of the contents to enable children to identify what is inside. Boxes of toys for the babies and youngest children are placed at floor level to allow them to investigate and select items easily. There are various materials accessible for children to create, design and build. For example, high quality wooden construction blocks of various sizes are freely available, supplemented by a stimulating range of wooden vehicles, such as helicopters and aeroplanes.

The play room is very well organised. A low divider separates the babies and youngest children from the older ones. Focussed, defined areas of play and learning are created. For instance, there is a role play area, book and reading corner and areas for creative play including sand and water. There is space where children can use their imaginations and become involved in more physical play. A superb piece of indoor apparatus for example, invites children to turn a wheel, climb up or down the gentle ramp, or crawl inside the tunnel. A low easel is used by children independently or alongside others. They can colour, make marks or paint fixing the paper themselves with magnetic holders. Children know where they can safely store their finished work to dry or take home later. This supports children's independence and helps friendships to form as they learn to play and work with others, increasing socialisation and extending opportunities for language and conversation skills to develop.

The setting successfully uses an approach in line with the 'Birth to three matters' framework for young children. For example, babies and children take part in a varied and broad range of activities that supports their early learning and all round development. They participate in sensory activities, such as experiencing paint, gloop, dough and natural materials, including sand, water and shells. Children are observed to watch themselves in the low, well placed mirrors and heard to sing spontaneously as they make sounds with the range of interesting musical instruments. Babies and children enjoy and achieve during their time at the setting and make remarkable progress. For example, through positive play experiences children are successfully enabled to be skilful communicators and competent learners.

Adults plan a stimulating range of activities for children using a thematic approach. Currently the focus is on numbers. A low exhibition of counting books, large numbers printed onto card, a dice and a soft cube invites babies and children to handle and observe various focussed items encouraging early mathematical skills. At the planning stage adults consider the interests of the children and how progress can be supported through activities and experiential learning. Observation and evaluation are used to assess children's progress. Details are recorded and shared with parents who are fully informed of their child's learning journey. Emphasis is placed on using photographs to not only share with parents but as records of children's achievements. The setting has recently purchased a camera that will be used by children for them to take their own photographs.

Helping children make a positive contribution

The provision is good.

Children are well supported to feel part of the group by having special places in which personal belongings are safely stored. For example, they have individual drawers and named coat pegs. Information is effectively shared between parents and carers before the child commences at the setting. For instance, the provision uses an 'all about me' book to enable team members to quickly familiarise themselves with the child's routine, preferences, dislikes, skills and abilities. Children learn that they are part of the wider world by the celebration of different festivals, using resources that reflect different cultures and tasting food from other countries. They see

'Welcome' written in a range of languages and other multi lingual signage displayed around the setting.

Children are well behaved. This is because they are actively engaged and are well occupied. There is a clearly written behaviour management policy established, that includes how the setting would handle incidents of bullying. Children are encouraged to develop social graces, such as saying 'please' and 'thank you'. Individual needs are well met, such as enabling babies to become mobile and organising rest and sleep periods. The setting adheres to guidance about children's food allergies and intolerances and works with parents and outside professional agencies to support children with learning difficulties. A written declaration is in place that states how exceptional and gifted children needs will be acknowledged through support, recognition and sufficiency of challenge.

A positive partnership with parents is in place, developed through open access and provision of information relating to the operation and management of the setting. Parents and team members chat informally and an effective system of transferring information is clearly in place. When parents telephone the setting to enquire about their children, they are provided with information that is accurate and relevant. For instance, the team member answering the phone ensures they go directly to where the child is, makes an observation and quickly obtains additional information from a colleague. The setting's range of written policies and procedures are easily accessible to parents, although the complaints procedure is currently not entirely clear and up to date. A high quality information booklet is available and accessible to parents in 19 different languages.

Organisation

The organisation is good.

Staff employed at the setting are involved in good recruitment procedures, including stringent checking processes to ensure they are suitable to work with children. Regular team meetings and access to training supports their ongoing professional development. The setting has self evaluated their practice to raise issues for improvement and assess the quality of the provision. The well qualified and supportive team provide a stimulating and organised setting, where children can play and learn in a welcoming and fully inclusive environment.

The extensive range of policies and procedures supports an efficient provision. All required documentation is in place and effectively supports children's well-being. Included is a policy that informs parents of possible contingency arrangements for emergencies. For example, if staffing levels are reduced due to illness and the supply of casual staff is exhausted. This is good practice to ensure acceptable staffing levels are maintained and promotes parents to consider back up arrangements and continuity of care for children. The setting works closely with parents and considers them as partners. Overall, the provision meets the needs of the children for whom it provides.

Additional core services

The nursery provides good, flexible creche facilities which enables parents to attend training courses to gain skills and knowledge on a range of subjects. The nursery does not provide funded nursery education for three and four year olds but the adjacent school does. Effective links are forged with the school, including the collection of children under five years of age who may attend. Good links are established with the Children's Centre to advertise and promote the day care and make it accessible to more parent's. A parents forum is organised monthly for

the day care provision and the Children's Centre. This provides parents with a voice and ensures that they and staff are kept well informed.

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 children are not at risk when food is being served
- ensure the setting's complaints policy is fully up to date includes the required information.

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