

Radford Children's Centre

Inspection report for early years provision

Unique Reference Number	EY338266
Inspection date	20 April 2007
Inspector	Karen Eunice Millerchip
Setting Address	Radford Primary School, Lawrence Saunders Road, COVENTRY, CV6 1HD
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Registered person	Radford Primary School
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 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?

Radford Children's Centre opened in 2006 and operates from a purpose-built facility on the site of Radford Primary School in Coventry, West Midlands. A maximum of 54 children may attend the setting at any one time. The centre is open from 08:00 to 18:00 all year round. A crèche facility is also provided in support of adult education classes.

There are currently 61 children on roll. Of these, 12 receive funding for early education. Children come from the local community and surrounding areas. The setting provides support to children with learning difficulties and/or disabilities and children who speak English as an additional language.

The group employs 10 members of staff all of whom hold appropriate early years qualifications to level 3 or above. The group is supported by various professionals from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health within the setting is supported very well and they benefit from good hygiene practices with regard to hand washing. They wash their hands after messy play, after using the toilet and before having snacks. They learn the importance of keeping their hands clean by using liquid soap and drying their hands on paper towels, which reduces the risk of cross infection. Good use of visual aids reminds children on the correct procedures when in the bathroom. They see staff cleaning the tables after play and after their snacks. Their well-being is supported because all staff members are trained in first aid and properly stocked first aid boxes are available in the rooms.

Children learn about healthy eating. They have snacks of fruit and vegetables with a drink of milk or water during the session. Children are encouraged to try a wide range of fruit and vegetables. They learn about the feel of the skin or peel, they taste and smell them and help to peel, skin and cut up the pieces developing their independence skills. Water dispensers are available in each of the rooms and children are supported in getting a drink to ensure they do not become thirsty. Nutritional meals are prepared on site and a four week menu is in place to ensure children are introduced to a variety of healthy meals; organic produce is used whenever possible. Children sit in social groups with an adult and enjoy conversations during meal time.

Children use a very good range of physical equipment at the setting which helps to keep them healthy. They balance, slide, jump and climb and learn how to queue and take turns. They use equipment with enthusiasm and less able children are supported and encouraged by staff. They develop increasing confidence using apparatus as the session progresses. Children have numerous opportunities during a week to use wheeled toys, push and roll barrels, take part in singing and action rhymes. They develop confidence, growing control and co-ordination.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in clean, safe and healthy premises with a good range of equipment to meet their needs and keep them safe. They are closely supervised and cannot leave the premises without an adult. Secure procedures, for example, when parents are arriving and collecting children are effective to keep children safe and ensure they cannot leave unnoticed.

Children play in areas where risks to them have been identified and addressed; good procedures for daily safety checks ensure that indoor play areas are safe before children arrive, however, the outdoor play area is not always secure which potentially compromises children's safety. Children learn how to keep themselves safe and staff gently remind them of safety issues within the room, for example, correct use of scissors and safe use of indoor sit-on toys. They learn how to use equipment safely. The risk of accidents to children is minimised by staff's implementation of risk assessments.

Children's safety and well-being is well promoted; a written fire procedure is displayed on the wall and children frequently practise the emergency escape drill. They demonstrated that they know what the alarm means and that they have to line up and leave the premises when it sounds. Good procedures are in place to evacuate non-mobile children. Staff have a good

working knowledge of local procedures and the setting's safeguarding procedure thereby protecting children from the risk of harm or abuse.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, confident and enthusiastic in the welcoming environment created by staff. They become independent as they confidently choose where they want to play and select toys and activities from a good range of high quality resources. They thrive and develop because staff provide well-balanced routines and a high level of support throughout the session, which helps them feel secure. They separate confidently from their carers and settle quickly into the group.

Babies under two years are cared for in a separate area. They are provided with a bright stimulating environment that includes a sensory room and their own outdoor play space. They confidently explore and investigate their surroundings and staff offer constant support to develop new skills and extend their vocabulary. Children benefit from a broad range of interesting and exciting play opportunities as staff use observations, assessments and the 'Birth to three matters' framework to inform their planning. Staff are kind and caring thereby promoting children's feeling of belonging and security. Developmental records are maintained and shared with parents.

Children make secure relationships with familiar adults and each other. Most play confidently with a few younger children still requiring some adult reassurance. They play well together and for example, co-operate to make structures with large building blocks and share favourite toys. They take turns and are developing independence appropriately as they learn to self-select resources and when playing with different clothes in the role play area. They are well supported to try new activities and have a wide range of interesting experiences during a typical week. For example, children 'paint' in the garden using water and different sized paint brushes and paint rollers, water plants, play with large boxes and enthusiastically explore the outdoor environment. Outdoor play is planned into the day and children have frequent access to their own outdoor play space which helps to develop their confidence when exploring and investigating. They go for walks into the community to look at natural and living things and to visit local shops such as the Post Office, pet shop and local Polish supermarket. These topics are then continued in the role play area and with photographs that encourage children to recall past events.

Children's imagination is captured at story time as they join in with familiar stories such as, 'going on a bear hunt' and staff use props and expression very effectively to keep children engaged. Musical instruments are used to introduce sound, tempo and rhythm.

Nursery Education

The quality of teaching and learning is satisfactory. Children make satisfactory progress in all six areas of learning. Staff have a sound understanding of the Foundation Stage and provide a good range of activities and play opportunities that help children to progress along the stepping stones towards the early learning goals. Observations and assessments are carried out, however, they are not effective in identifying the next stage of learning for more able children.

Children confidently engage in a wide range of free choice activities and some adult-supported sessions. They make relationships easily and demonstrate increasing independence skills. For example, most children can put on water aprons and independently use the toilet. Children's vocabulary is broadened by staff talking about the environment, the resources being used and asking open-ended questions during planned play activities. They use a varied range of materials in the graphics area and early writing skills are emerging. Good use of labels and visual aids in different areas supports children's understanding of group expectations and their daily routine.

Children with learning difficulties and/or disabilities are supported very well. Children enjoy time to explore and investigate rich experiences and resources. They develop awareness and understanding through staff's calm and clear approach when requesting actions from children. They use some signs and simple language to help children understand what is expected of them. Staffing is arranged to enable additional support and interaction for the children who need it and meetings are held to discuss progress, strategies of managing particular behaviours and methods of promoting overall development.

Children show a developing awareness of their own needs, views and feelings as they communicate with each other and the staff with confidence expressing individual preferences. They understand the agreed codes to make the group work harmoniously together. At snack time they take turns to pour drinks, wash and cut fruit. Children have growing personal independence with regard to toileting and hand washing. They select resources for themselves and are beginning to work independently during free play sessions.

Children are being introduced to number concepts as they count bricks and work out which is taller and smaller. They are experimenting with mathematical language in familiar contexts such as counting the number of children when going outdoors and during stories and songs. Children are creative and imaginative. They have access to a wide range of resources and staff respond to their spontaneously expressed needs, however, the lack of direction means that more able children do not always receive appropriate challenge. Children enthusiastically explore colour, texture and shape and they work at their own pace with supervision and support from staff.

Children are gaining an understanding of past and present events through general discussions during play and whilst looking at photographs of themselves around the room. They find out about features of where they live during outings and visits and about the natural world when participating in activities. Photographs show children enjoying a good range of interesting trips and experiences.

Helping children make a positive contribution

The provision is good.

Children are treated with great respect and their individual needs are known and supported very well by staff. They attend from a variety of different backgrounds and children's individual needs are discussed with carers and parents during visits to the setting before they commence. Children are provided with excellent opportunities and activities to learn to appreciate and value each others' similarities and differences. For example, they freely choose from a very good range of resources which promote cultural differences and provide positive images of disabilities. Children's independence is further developed as they select resources, for themselves. There are many opportunities for children to express their ideas, thoughts and feelings during general discussions and play. They respond well to staffs' open-ended questions and extension of ideas within daily routines.

Children's sense of belonging is well promoted by the caring staff at the setting. Children with learning difficulties or disabilities are nurtured by staff who have a good understanding of their needs and intervene sensitively. The written statement has regard to current legislation and children's implemented individual education plans and 'Possible line of direction' plan ensure each child progresses well. Strong relationships with other professionals also support children in becoming independent learners. Overall, the children's spiritual, moral, social and emotional development is fostered.

Children are well behaved and respond well to the boundaries set. Positive methods of behaviour management promote children's responsibility of their own actions as they share space and resources. They learn about maintaining their environment as they help to tidy up after play. Children are happy and content to explore and investigate in a secure environment.

Children benefit through the staff's valuable relationships with parents. Questionnaires are completed by parents and the responses are evaluated to ensure requirements are met and opinions listened to. Parents are happy with the care staff provide and feel they are approachable and knowledgeable. Partnership with parents and carers of children receiving early education funding is satisfactory. Parents are provided with useful information about the setting and its provision. They are encouraged to share what they know about their child through completing an 'All about me' profile which helps to provide consistency of care for children when settling in. Newsletters help to share information about the setting and give parents ideas on how to extend learning into the home. However, information specific to the Curriculum guidance for the foundation stage does not keep parents informed of their child's daily learning.

Organisation

The organisation is good.

Children are cared for in a clean, welcoming and stimulating environment, where space indoors and outside is organised to enable them to experience a broad range of play activities. Strong links are developed with the nursery class staff which prepares children for the transition from nursery to school. They are cared for by a highly qualified, well-motivated staff team who demonstrate a commitment to training to enhance their skills and knowledge base. Children benefit from staff being secure and knowing their individual roles in relation to children's development.

Children's care is enhanced by staff's good organisational skills. Attention to health, safety and good staffing ratios keep children safe and secure at the setting. All documentation is kept to a good standard. Children's welfare, care and learning take priority and is supported well by staff's implementation of the setting's policies and procedures. Overall, the provision meets the needs of the range of children for whom it provides.

Leadership and management of early years education is satisfactory. This contributes to children making satisfactory progress towards the early learning goals. Staff work together as a cohesive and supportive team and are developing some generally effective teaching methods for funded children, however, children at times lack direction and are not sufficiently challenged. Regular meetings between the manager and staff team take place and they have a clear vision for the future in wanting to promote an inclusive learning environment. Strong relationships have developed with other professionals to enhance the service provided for children.

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.

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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 a system to ensure that hazards to children on the premises, both inside and outside, are minimised.

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):

- develop observation and assessment to identify and plan appropriate challenge for more able children
- provide parents with more information about the daily activities with regard to funded early education in the setting.

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