

# Kimberworth Children's Centre

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY342904
<b>Inspection date</b>	18 June 2007
<b>Inspector</b>	Pauline Garfield
<b>Setting Address</b>	Kimberworth Infant School, Kimberworth Road, ROTHERHAM, South Yorkshire, S61 1HE
<b>Telephone number</b>	01709 740879
<b>E-mail</b>	
<b>Registered person</b>	Kimberworth Community Primary School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School 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](http://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?

Kimberworth Children's Centre opened in 2006. It operates from a purpose-built building in Kimberworth Infant School near Rotherham. The centre is run by the local authority. A maximum of 70 children may attend the centre at any one time. The centre is open each weekday from 08.00 to 18.00 for 48 weeks of the year. All children share access to a secure, enclosed, outdoor play area.

There are currently 29 children aged from three months to three years on roll. Of these, eight children receive funding for early education. Children come from the local catchment area. The centre currently supports a number of children with learning disabilities.

The centre employs 11 members of staff. Of these, 10 hold appropriate early years qualifications and two members of staff are working towards an early years degree.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Staff follow effective procedures, such as cleaning tables with an antibacterial spray to maintain good levels of hygiene. This helps to prevent cross infection and keep children healthy. There is a nappy changing procedure in place and changing mats are cleaned after each use. There are systems in place to ensure children's bedding is changed regularly and organised kitchen routines ensure kitchen surfaces are kept clean and clear. Children learn the importance of good hygiene and wash their hands with liquid soap and dry them on paper towels, after using the toilet and before eating. There is a sick children's policy in place with exclusion details. All the required documentation is in place to ensure children remain healthy. Staff ensure children have sun cream applied and wear sun hats before playing outside in warm weather. This helps to protect children from the harmful effects of the sun and helps to keep them healthy.

Children's baby milk is provided by parents and the amounts to be given are recorded on individual plans, which are reviewed every six weeks. Lunches are provided by the school canteen and ongoing reviews ensure menus are healthy, in line with the school's healthy eating programme. Children have access to drinking water at all times and pour water from a jug. Children learn about the effects of eating too many sweets through topics, such as fruit printing. They enjoy healthy snacks of kiwi fruit and oranges.

Children have access to an outdoor play area. Young children reach for and grasp toy farm animals and benefit from the effects of fresh air. Older children are able to use the school's foundation unit playground. Staff support them appropriately as they access equipment to develop their physical skills.

### Protecting children from harm or neglect and helping them stay safe

The provision is good.

The environment is welcoming with displays of children's work on the walls. Soft lighting in the baby sleep room provides a soothing environment for children to rest. Toys and resources are of good quality and well maintained. Risk assessments are in place and the group are monitoring the main entrance to evaluate security. Nursery doors have security locks and all visitors to the building are monitored. These systems help to ensure that children are safe and secure. Children are encouraged to take responsibility for their own safety. They know to ride the correct way round the bicycle track, so that they do not hurt themselves or others. The emergency evacuation of the building is practised regularly and details are recorded in a fire log.

Staff have a good understanding of child protection and have attended training. They understand the signs and indicators of abuse and their responsibility to report any concerns to the appropriate authorities.

### Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled in the nursery. Young children enjoy treasure baskets with natural and shiny materials. They enjoy watching the bubbles emerge from the bubble machine and the tactile experience of playing with cereals in the low-level tray. Staff sit on the floor

with children and look at books together. Young children enjoy rolling and catching balls in the outdoor play area. However, they have limited opportunities to improve their physical skills outdoors due to the lack of equipment and resources. Staff have attended 'Birth to three matters' training and plan activities in line with the 'Birth to three matters' framework. They encourage children to be confident, independent and explore the environment. Staff are motivated and interested in children. They encourage them to learn, play and build positive relationships.

#### Nursery Education.

The quality of teaching and learning is satisfactory. There is a key worker system in place and staff have good questioning techniques. For example, they ask open-ended questions and promote learning. Photographic evidence and observations are used to record children's progress. Children have an 'All about me' and a 'Development Book'. The group receive teacher support and have looked at the 'Birth to three matters' framework and the 'Curriculum guidance for the foundation stage' and made links between the two. They use the 'Birth to three matters' framework as the planning and assessment tool. However, planning and assessment does not identify children's achievements along the stepping stones to the early learning goals and this information is not used to move children onto the next stage of learning.

Children separate from their main carer with confidence. They access snacks independently and put aprons on before water play. Children listen to favourite songs, rhymes and stories. They engage in activities requiring hand-eye coordination, and roll and cut play dough. Children enjoy looking at books and sit quietly at story time. They sing nursery rhymes but do not distinguish one sound from another. Children access pencils from a tub and make marks on paper. However, they have limited opportunities to ascribe meanings to marks, understand the concept of writing for a purpose or recognise their own name.

Staff promote mathematical language when children are playing with dough and use words, such as 'half'. Children look at the colours of buttons in a game and make patterns and shapes. However, they do not count or show an interest in number problems. Children show curiosity and explore objects. For example, pebbles in the water. They have access to a creative workshop. Children do not have opportunities to show an interest in information and communication technology. Children climb up steps outside in the foundation unit playground and jump from boxes. They move spontaneously within the available space and scoot in cars and on bicycles. Children show an interest in what they see, hear, touch and feel. Children have access to some musical instruments and satisfactory role play.

#### **Helping children make a positive contribution**

The provision is good.

Partnership with parents and carers of children who receive the funded nursery education is satisfactory. Photographic evidence is used to share with parents children's progress and to assess children's achievements. Staff fill in individual plans for children which are shared with parents. However, parents are not helped to understand the Foundation Stage and that funded children should be helped to make progress towards the early learning goals. Staff work well with parents to settle children when they first commence. They recognise that all children are unique and the amount of time a child takes to settle can vary enormously. There is a parents' notice board with information regarding planning and policies and procedures are readily available.

Children's spiritual, moral, social and cultural development is fostered. There are good behaviour management strategies in place and staff attend appropriate training. Staff celebrate children's achievements, for example, when they balance on beams outside. Children are well behaved and staff give praise and encouragement to children. They are encouraged to tidy up and willingly put books back on shelves. Staff appropriately support children with learning difficulties and work in partnership with parents to meet the individual needs of the children that attend. Toys, resources and activities promote positive images of children who attend as well as those from the wider world.

### **Organisation**

The organisation is good.

Leadership and management of the educational provision is satisfactory. Staff access training and work with other professionals, such as the early years teacher, to improve the provision. Management are aware of their strengths and weakness and that children's achievements along the stepping stones to the early learning goals must be included in planning and assessing for early education. The head teacher of the school is committed to meeting the needs of children and families at the centre, and has a vision to provide seamless care and education for all children who attend. Staff training is a priority and inset training days with teachers in the school take place.

Staff are well organised and work well together to ensure the smooth running of the centre. Policies and procedures are in place and reviewed regularly. Children's records are stored appropriately and confidentiality is maintained.

Overall, the provision meets the needs of the range of the 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 complaint record may contain complaints other than those made to Ofsted.

## **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 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):

- increase the opportunities for children to improve their physical skills outdoors.

### **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):

- further develop planning and assessment to ensure children's achievements along the stepping stones to the early learning goals are identified and use this information to move children onto the next stage of learning
- further develop opportunities for children to ascribe meanings to marks, understand the concept of writing for a purpose, recognise their own name and distinguish one sound from another
- further develop opportunities for children to show an interest in information and communication technology, and develop their skills in counting and number problems
- further provide information for parents to help them understand the Foundation Stage and that children should be helped to make progress towards the early learning goals.

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](http://www.ofsted.gov.uk)