

Coseley Health & Family Centre

Inspection report for early years provision

Unique Reference Number	260155
Inspection date	25 September 2007
Inspector	Patricia Dawes
Setting Address	Bayer Street, Coseley, West Midlands, WV14 9DS
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Registered person	The Trustees of NCH
Type of inspection	Integrated
Type of care	Sessional care, Out of School 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 outstanding.

WHAT SORT OF SETTING IS IT?

Coseley Health and Family Centre opened in 2001. It is a multi agency facility sited in purpose built premises. It operates in conjunction with National Children's Homes (NCH), Dudley Beacon and Castle Primary Care Trust and Dudley Social Services. All agencies work together from the premises offering a wide range of services to the community.

A maximum of 26 children may attend the setting at any one time. The pre-school group opens each weekday from 09.15 to 11.45 and nursery opens on Monday and Tuesday from 13.00 to 15.00 during term-time. The after school group operates on Thursday from 15.30 to 17.00 during term-time and from 10.00 to 15.00 during some of the school holidays. All children share access to an enclosed outdoor play area.

There are currently 25 children aged from three to under eight years on roll. Of these 19 children, receive funding for nursery education. Children come from a wide catchments area. The setting currently supports a number of children with learning difficulties and/or disabilities and a number of children who speak English as an additional language.

The nursery employs four staff. All of these hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children benefit from a care environment that is very clean and well maintained. All equipment and resources are regularly cleaned to ensure that they remain hygienic for the children to use. Excellent procedures in place for if children become unwell. Staff are highly qualified to administer emergency first aid and well-stocked first aid boxes are readily accessible to attend to children's minor injuries. All of the required health documentation is in place. Parents are issued with duplicate copies of their children's entries, which they sign clearly demonstrating they have been informed. Children independently access clean and well-maintained toilet facilities, which promotes their self-care skills. They use good quality hand washing resources and share in clear, animated voices that they wash their hands to remove the germs.

Children's independence is promoted, as staff actively encourages them to serve their own snacks in the cafe. They gain an excellent understanding of a healthy diet and are able to explain that eating fresh fruit and vegetables will help 'make us grow strong'. A wide range of snacks with plenty of fresh fruit and vegetables is included in the menus. Children with food allergies or requiring special diets are catered for. Positive steps are taken to reduce the spread of infection, for example, children make their own snacks using individual cutlery, butter and spreads. Parent's views and wishes are sought with regard to the foods offered to children.

Children benefit from daily opportunities to enjoy the fresh air in the outdoor play areas. They wear their outdoor coats and Wellington boots to play outdoors in the poorer weather and sun hats and sun cream when they play outdoors in the warmer weather. They use an excellent range of toys and equipment as they access three very different outdoor areas, which promotes their physical development well.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit greatly from a care environment that is safe, secure and very well maintained. They enjoy a well-presented care room with attractive displays of their artwork creating an inviting feel and a pleasure to view. Children's independence is encouraged as they make decisions about what they would like to play with from the extensive range of toys that are available. Low-level storage units create different areas of play for children, give them excellent opportunities to self-select and help them make decisions about how they would like to spend their time. All toys and equipment are extremely well maintained and are regularly cleaned to ensure that they remain hygienic for the children to use.

Detailed written risk assessments are in place and are regularly reviewed and updated to ensure that they identify all obvious risks to children. Staff are vigilant in their daily visual checks to ensure that the environment, both indoors and outside, is safe and free from hazards. The premises are secure and there are excellent procedures for the safe arrival and collection of children. The children use three well-maintained outdoor play areas, however at times, due to the layout of these areas and staff deployment children are not always adequately supervised potentially compromising children's safety. Children have frequent opportunities to learn about keeping themselves safe. They regularly practise fire evacuation procedures to make them aware of the action that they would take in the event of a fire. They learn about road safety

as they use the 'stop, look and listen' technique during role play road using the crossing equipment outdoors.

Children's welfare is safeguarded through comprehensive child protection policies and procedures. All staff have an excellent understanding of the known indicators of child abuse and Local Safeguarding Children Board (LSCB) referral procedures. The child protection policy is openly shared with parents, which ensures that they are well informed of the procedures used in the event of a concern.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are happy, settled and have great fun during their time in the setting. They have excellent opportunities to develop their independence skills, as they select what they would like to play with and how they would like to spend their time. Children are very interested and consistently involved in a wide range of imaginative and worthwhile play opportunities both indoors and outside, which promote all areas of their learning and development. Warm and trusting relationships with staff ensure that children feel secure in their care environment. Staff work directly with the children and consistently involve themselves and interact in their play. They shower praise and encouragement on the children, which develops their self-esteem. They are willing to take turns and share with little or no prompting. As a result, children behave extremely well.

Play and learning opportunities for the younger children attending the setting are significantly enhanced due to the staffs' exceptional implementation of the 'Birth to three matters' framework. They carefully plan and provide a wide range of activities, which are appealing to the children and focus heavily on their individual needs and stages of learning and development. This ensures that all children participate at a rate best suited to their needs. Children throughout the nursery enjoy playing with a wide range of art and craft activities. They have many opportunities for free play with a superb range of quality toys and resources. This provides them with excellent learning opportunities. They have regular access to outdoors where they can explore and test their skills in climbing and riding wheeled toys. Younger children benefit from the introduction of pictorial Widget timelines, which supports them in their early communication skills.

NURSERY EDUCATION

The quality of teaching and learning is outstanding. Staff have an excellent knowledge and understanding of the Foundation Stage curriculum. They are highly skilled and share responsibility for planning a wide range of activities which appeal to the children. Long term and medium term plans systematically take into account all six areas of children's learning, incorporating themes, which are meaningful to children. Staff meet to plan the next week's targets for each child influenced by the previous week's observations. Staff are very aware of allowing children to initiate their own learning and have a very clear understanding of how to expand on the children's own ideas with enthusiasm, for example, responding to a child's interest in Power Rangers or making a tunnel darker using cellophane. Staff are aware that learning comes from freedom of choice and access to developmentally appropriate resources and activities. Staff observe children's progress continually and uses these observations to inform children's assessment records. They are informative, well presented and include examples of the child's work. Staff share these with parents, both at formal parents meetings or at any time that parents wish to view them. Staff are enthusiastic in their work with children and

readily involve themselves and interact in the children's play. Children enjoy their company and benefit as staff ask them questions and talk to them as they play, which helps to develop and clarify their thinking and understanding. Children behave well because the staff have high expectations regarding behaviour. They handle each child with sensitivity and understanding while still expecting some degree of consistency with routine. They encourage children to think about how others may feel and encourage apologies, giving lots of praise and encouragement.

Children show a strong sense of belonging and develop good self-esteem. They enjoy looking at photographs of themselves and proudly point to their completed artwork on display. Children are interested, keen to learn and actively and purposefully engaged in activities. They play co-operatively and show concern for others. They are learning to take turns and share tasks such as tidying up. They are developing their independence skills as they access toileting facilities alone and confidently choose their own snacks in the cafe. Children are becoming very active communicators and listeners as staff resourcefully use 'tuning into radio Dave' as a way to attract their attention during circle time. Some children are very interested in books and listen intently to stories, and join in with familiar action rhymes and songs, others are still settling in to the routine. Most children are able to recognise their names as they self-register and some are able to write these with increasing confidence. All children are displaying increasing ability in using and recognising letter sounds. They use chalkboards outdoors to spell out words that they see around the room.

Children see numbers displayed in their base room, which aids their early number recognition skills and helps to develop their concept of number. There is a dedicated maths table with objects for sorting and matching, in addition to building and counting. Children have the opportunity to compare differences in size as they choose from different size boxes or paper to paint or find a bigger container in the sand or water tray. Numbered vehicles outdoors help children match the car to the parking bay. They use shaped card and magnetic fillings on the light box to create patterns.

Children show a keen interest in the weather as they go outside with a member of staff to check if they need their coats for the walk to the shops. They tend to their organic vegetable patch in their on-site garden, planting seeds, tending to them and watering them each day. Children have the opportunity to taste their produce during snack time. Children explore and investigate a range of natural materials as they use peat, sand, water and dough both inside and outdoors. They use their senses as they explore the feel of items such as cork, bark, gravel and wood, as they play outside making dens from the parachute.

Children usually have free access to two computers, however, these were out of use at inspection. Children have free access to other technology and programmable toys such as a digital camera, which they use with great enthusiasm, often capturing pictures of feet, shoes, arms and sides of faces! Children talk freely about themselves, their home and family during a group work session. They find and choose pictures of each other to put in the photo album or make a collage for the wall. They go on outings into the community to the local shop to buy the food items for snack time and have regular visits from the police, health visitors and parents. Children chat with affection about their pet fish and African land snails. They proudly explain that they have to feed them each day or they will die.

Children make very good progress in their physical development. They access the outdoor area each day and are very competent in using the climbing frame and other resources such as bikes, scooters and cars. They benefit from exploring the changing seasons throughout the year. They dress in their outdoor clothes in the poorer weather, splashing in puddles wearing their

Wellington boots. In the warmer weather they become pirates and go 'digging for treasure' almost bursting with excitement when they find gold! Weekly visits to the local youth centre gym enable children to extend and develop their physical control and special awareness as they use a larger range of sports equipment. Indoors, children enjoy a weekly 'disco' where they are able to dance learning co-ordination, control and trendy images such as spiky hairstyles! Children are developing their fine muscle skills as they handle construction toys, malleable materials, writing and other tools with increasing control and coordination.

Children use a wide range of creative materials. They paint and draw freely, often assigning meaning to their work. Staff join in and often become living works of art created by the children. They engage in animated role play, pretending to be pirates, power rangers and other familiar characters. They use costumes and props to enhance their play. Children have great fun as they play together cooperatively and actively seek each other to join in with their play. Children have the opportunity to listen to all types of music including classical, different cultural and mood music. They have easy access to range of musical instruments and are enthusiastic as they join in with familiar rhymes and songs.

Helping children make a positive contribution

The provision is outstanding.

All children are valued and fully included in the life of the setting. They participate in a range of activities and events that promote their understanding of others within the group and the wider outside community. They regularly participate in events that help to develop their understanding of different cultures and festivals through a range of practical activities. The displays and equipment provided create a colourful, enriched environment where children can see an extensive range of images that promote positive images of diversity. There are excellent procedures in place to identify and support children with learning difficulties and/or disabilities. Support is available for children who speak English as an additional language. Staff are proactive in obtaining information from parents about familiar words that children use at home in their home language. Strong partnerships between staff, parents and external agencies effectively promote children's well-being and help each child develop to their full potential.

Children are enthusiastic to play and learn, and are busy and well occupied during their time at the setting. This has a positive impact on their behaviour, which is very good. They are well settled, happy and eagerly participate in play with both the staff and their peers. Staff very well support them as they play and work together during games, developing an understanding of agreed rules, fairness and sharing. Children benefit from the calm and supportive approach of staff, who take time to develop children's understanding of desirable behaviour through careful explanation and consistency. Warm praise and encouragement develops children's self-esteem. Children display good manners and thank staff as they provide them with their drink and snack. They make choices and decisions about their care and play activities, which develops their self-confidence and self-esteem, and helps them develop a sense of belonging. Children's spiritual, moral, social and cultural development is fostered.

Excellent, open and honest relationships between parents and staff ensure that everyone involved in children's care are well informed of children's changing needs. Daily verbal exchanges of information occur at the start and end of each day and staff are always available and eager to talk to parents. A flexible induction programme ensures that parents are welcome to stay with their children as they settle into their new care and learning environment. Parents are provided with a well written and attractively presented prospectus that details the aims and services of the provision, in addition to information about the 'Birth to three matters' framework

and the Foundation Stage curriculum. Parents have easy access to the setting's operational plan and range of policies and procedures. This ensures that they are well informed about how the care of their children is organised.

Partnership with parents and carers for children in receipt of funding is outstanding. Parents receive excellent information about how the planning for nursery education is organised. Planned activities, events and daily play opportunities displayed on notice boards for parent's attention ensure that they are well informed about the play and learning opportunities provided to their children. They receive well-written and attractively presented information about the Foundation Stage curriculum and the six areas of learning; regular newsletters and daily discussions with friendly and approachable staff about the care and progress of their child. Children's observation and assessment records are well detailed and are continuously updated to ensure a true picture of children's progress is maintained. These are readily available for parents to view at any time and are more formally shared at parent's evenings held throughout the year. Parents are always welcome to come in and play with their children or share any particular skills that they may have. Parents' views and wishes are sought through ongoing discussion. They are provided with information at the start of each theme, which provides them with ideas about how they can help to support their children's learning from home.

Organisation

The organisation is good.

Robust recruitment, vetting and induction procedures are in place, ensuring that suitable and well-informed members of staff care for children. An effective key worker system is in operation throughout the setting and as a result, children have strong relationships with familiar and trusted members of staff.

Children's care is enhanced due to the excellent organisation of the setting. They benefit from a committed, enthusiastic and highly motivated staff team, who work together very well and support children to the highest level in their play and learning. They actively engage in children's play, asking them questions to encourage their thinking and implementing new and enjoyable ideas. Throughout the nursery, space and resources are very well organised which children allows children to move freely and easily.

All of the required documentation, which contributes to children's health, safety and well-being, is in place, carefully stored and well organised. All records are maintained to an exceptional standard, frequently reviewed and are only accessed by staff to ensure that confidentiality is maintained. Policies and procedures work very well in practice. These are frequently reviewed to ensure that they continue to reflect current good practice and professional advice. They are fully understood by staff and are openly shared with parents to ensure that they are aware of the organisation of the setting.

The leadership and management is outstanding. The leadership of the setting is of high quality. The leaders are passionate about their work and act as positive role models to both children and staff. Staff work together as a strong and committed team. Staff meetings are frequently held and daily liaisons between staff ensures that effective communication systems are in place. Yearly staff appraisals are undertaken to ensure that staff progress is carefully monitored and to identify training needs. All staff have excellent opportunities to undertake both short courses and studies that are more formal. This ensures that well-informed and highly trained practitioners care for children. Well-detailed evaluation systems are in place for monitoring the strengths of the setting and areas for further improvement.

Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the previous care inspection the registered person was asked to improve children's access to fresh drinking water and ensure all electrical leads are made inaccessible to children. One recommendation was raised from the inspection of nursery education. Namely develop opportunities for children to use mathematics to problem solve and to develop an understanding of addition and subtraction through practical activities.

Children now have free access to fresh drinking water and all trailing leads are now secured and inaccessible to children. Opportunities through activities now help children to develop a greater understanding of mathematical concepts. All of these improvements have a positive impact on children's safety, well-being and education.

Complaints since the last inspection

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.

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):

- take positive steps to ensure children's safety at all times with particular regard to the use of the outdoor play area.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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