

Sure Start Berwick Borough

Inspection report for early years provision

Unique Reference Number	EY268464
Inspection date	12 June 2007
Inspector	Ann Marie Lefevre
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Registered person	Sure Start Berwick Borough
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 Berwick Borough Nursery was registered in June 2004. The setting provides places for a maximum of 76 children at any one time; there are currently 69 children on the roll. The children are aged from birth to under five years. Children who have learning difficulties or disabilities are supported in the nursery. Places are available for families living or working in the area. Sessions are available Monday to Thursday from 08:00 until 18:00 and from 08.00 till 17.00 on Friday; it operates 51 weeks of the year.

Childcare is provided within large, purpose-built premises which are located on the outskirts of the town of Berwick and close to local amenities. The premises have a key code security system, with a buzzer, at the entrance to the building and staff security pads to gain entry to any of the playrooms. There is a reception area and offices. There are three playrooms; two main playrooms, one of which has an adjacent sleep room for the nursery, and an additional playroom. A further room is available for meetings and this has a childcare area to one end. There are toilet facilities for children, staff and parents. There are two kitchens and a laundry. The premises are set in extensive grounds which are fully enclosed. There is a separate car park to the front of the building.

The facility is managed by the Sure Start organisation. There is a day care manager, deputy manager and 12 other permanent members of staff to care for the children. Most of the staff have an early years National Vocational Qualification Level 3 and others are working towards this. There are two modern day apprentices. The nursery welcomes students on placement and volunteers. There is additional help from a portage worker, a special needs support worker, local authority advisers and other professionals.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have many opportunities to learn about the importance of health and hygiene in their daily routines and activities. They gain awareness of keeping their bodies clean and healthy in ongoing discussions with staff, during activities and from the very good staff role models. They are encouraged to take age appropriate responsibility in relation to hygiene and wash their hands well before handling food and after messy play or going to the toilet. Children's health is well protected in practical ways as they learn about general physical wellbeing and dental hygiene. Children are happy to help tidy playthings away and do this well. Younger ones learn from the good example demonstrated by staff.

Children's health requirements are highlighted in the detailed recording systems and policies in relation to their needs. These are very well maintained to ensure that parents and staff members are kept fully informed about any relevant issues. Accidents are clearly recorded, parents are made aware and there are strategies in place to ensure that any recurring accidents are monitored and addressed. The medication recording system is effective and shows respect for confidentiality. All staff members have completed appropriate first aid and food hygiene training. There are well stocked first aid kits for each playroom which are formally checked and replenished when necessary by designated staff. In addition, effective provision is made for outings. Staff are keen to ensure that children benefit from being cared for in a really clean and healthy environment.

Younger children and babies are sensitively and well cared for during nappy changing, sleep and feeding routines. Staff wear disposable gloves and aprons for each nappy change and ensure that nappy changing mats are thoroughly cleaned after use. There are procedures for the hygienic disposal of used nappies, but this is not always effective in the small washroom where the ventilation is poor. Babies and toddlers enjoy naps in the designated sleeping room and are checked regularly by staff. There are also comfortable areas in the playrooms for children to relax. Toddlers benefit from joining other children and staff appropriately seated for meals which are seen as social events. Staff complete records in relation to nappy changing, naps, feeds and activities and also give detailed verbal feedback to parents and carers at the end of each session.

Children benefit from the healthy eating policy in the setting. Children enjoy food, such as fresh fruit, raw vegetables, cheese or crackers at snack time. Lunch is provided by a local school or from a residential home during holiday periods. Menus are displayed and show a varied selection of main meals and puddings. Staff ensure that any special dietary needs are adhered to; they work closely with parents and obtain detailed information about the children to make sure that they have the necessary nutritional balance for positive growth. Children have drinks of milk or water with their food and additional drinks on request. Mealtimes provide pleasant

opportunities to relax and chat with peers and staff. Children also have opportunities to find out how food arrives on the table as they take part in cookery activities.

Children develop their physical and emotional well-being as they participate in many stimulating activities and projects which exercise their bodies as well as develop their thinking skills. They are confident as they use the varied range of large and small play equipment which is provided in the nursery. Children benefit from being out in the fresh air as they use the excellent dedicated outdoor play areas which are very well equipped for planned activities or just running around and having fun. In addition, children do lots of exciting, energetic physical activities in the playroom as they enthusiastically join in movement, songs and rhymes to help them with their learning as well as exercising their bodies. Children benefit from going to places of interest in the community, for example, visiting a children's activity farm or going on nature walks where they talk about the things they see. Children also develop emotionally as they build extremely positive relationships and socialise with other children and adults.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are very comfortable and welcoming and the playrooms are really well organised for children to use safely. Children access the designated childcare areas with effective, close, age appropriate supervision and guidance from the staff. They are encouraged to be aware of safety, both inside and outside the setting, in daily routines and activities. Staff ensure the premises are safe and secure so that children are protected. Many safety measures have been taken, for example, there is closed-circuit television and reception staff to monitor people entering the building, a secure entry system is in place to the front entrance and also to each playroom. There are finger safe strips to each door in the childcare areas, electric sockets are not accessible to the children and under floor heating ensures there are no potentially hazardous heaters. Children learn about keeping safe in practical ways, for example, being careful when using equipment. They are closely supervised in the outdoor play areas where they can enjoy lots of energetic activities. Children also learn about road safety as staff provide activities to make them more aware; they also gain practical experience of keeping safe during their outings in the community.

Staff take measures to ensure that children do not gain access to hazardous areas or materials. Risk assessments are undertaken in the setting each session to make sure the premises and grounds are kept safe for the children. Fire exit signs and appropriate fire fighting equipment are in place and fire drills are undertaken on a regular basis. Staff are vigilant and take steps to ensure that play resources, equipment and furniture are maintained in a safe and clean condition for the children attending; all items are checked frequently. Staff ensure that the toys and activities comply with safety standards and are appropriate for the age and stage of development of each child.

Children are very well protected as there is carefully planned and maintained documentation in relation to child safety in the setting. Recording systems are used in conjunction with written parental consents to ensure consistency of care for each child. Children are also protected as staff continue to develop their awareness, knowledge and skills by participating in training, including child protection. There is a child protection policy and procedure in place. Although staff have had no concerns to date in relation to child protection issues arising in the setting, they have a clear understanding of what to be aware of, who to contact and what to record.

Helping children achieve well and enjoy what they do

The provision is good.

All children thrive and progress very well as they participate in a wealth of activities and projects that introduce new learning experiences as well as develop their existing skills. Babies, toddlers and older children are supported as they enjoy activities in keeping with their ages and stage of development. Children explore and use their imaginations in many enjoyable and educational ways as they are sensitively guided and encouraged by the staff members. They build positive relationships with staff who respond skilfully to the age range of the children attending and their individual needs.

Staff have a sound awareness of the 'Birth to three matters' framework and this is reflected in the actual care of all the children who attend. Staff demonstrate a clear understanding of how children learn and develop. There is effective planning in place which is used well in the nursery. Staff carefully monitor the children as they participate in activities and note what the children achieve; this clearly informs future planning and practice. Staff use many effective teaching methods and tools to promote learning. There is consistent use of upper and lower case letters for labelling, exciting wall displays of children's artwork and imaginative organisation of the play areas. Play resources are used skilfully to provide many learning and life experiences. There are planned and incidental education opportunities occurring throughout each session.

Children are enthusiastic as they participate in the many play opportunities which are available throughout each day. They enjoy activities, such as creating lovely artwork, completing puzzles, participating in games of pretend and joining in exciting story time. They also form positive relationships with their peers as they develop their growing sense of independence. Children are very enthusiastic in their use of the play areas which allows them to develop in fun and exciting ways. They enjoy engaging in discussions and working well in large and small groups or having space to focus on individual tasks.

Babies and toddlers are helped to join in Heuristic play and explore treasure baskets. They have lovely messy and sensory play as they feel the texture of gloop, baked beans or shaving foam. All children build confidence in relating to their peers and adults as they are encouraged to take a very active role in the group. Older children express their ideas and thoughts and communicate well. They become familiar with written and spoken words in many ways and listen attentively to guidance from adults. Children practise mark making and develop their formative writing skills using a variety of tools and media. They enjoy story time and take a very active role in discussions.

Children learn about numbers and simple mathematical concepts in many activities and during nursery routines. They develop their number recognition and counting skills while learning about simple addition and subtraction using a range of resources. They identify shapes and patterns as well as gain an awareness of concepts relating to dimension. Creative development features highly in the setting as children engage in lots of music, movement and rhymes as well as in many wonderful art and craft projects. They use paint, papier-mâché and play dough to create exciting pictures and models. They develop their knowledge and understanding of the natural world as they learn about animals and growing things. There are practical experiences as they participate in planting and tending plants. Children have opportunities to learn about modern technology and equipment, for example, as they take pictures of activities and events using a digital camera.

Staff are skilled at using clear and simple language and guidance which enables the children to learn and progress. They have a clear understanding of how children gain independence. They help children consolidate what they have learnt and extend their awareness. Staff ensure that the setting is well organised with resources which allow the children to have effective learning experiences as well as lots of fun. There is a balanced range of activities and designated play areas reinforce children's understanding and knowledge. Children receive age-appropriate levels of challenge without undue pressure being put upon them. Staff prepare very well for the sessions and ensure that all necessary materials and equipment are in place, both for the planned activities and additional free-play. They are sensitive to the differing needs of each child. There is a close partnership between staff and parents to ensure that each child really benefits from their placement in this setting.

Helping children make a positive contribution

The provision is good.

Children benefit from the staff's very positive attitude towards equal opportunities and respecting individual and differing needs. They have many opportunities to develop their awareness from the positive community spirit in the nursery setting and in the local environment as well as building an awareness of the wider world and different cultures. Children experience celebrations and festivals, for example, as they learn about the religious meaning of Christmas by participating in activities relating to the nativity as well as making cards and decorations. They also develop their awareness of what may be less familiar cultural celebrations, for example, as they enjoy making lanterns in relation to Diwali and learning about the animals in the Chinese New Year calendar. There is a wealth of resources in the setting which reflect differing backgrounds and abilities. Stereotyping is discouraged and all children have the opportunity to participate in age appropriate activities according to their stages of development.

Children learn about sharing and valuing others from the very good role models provided by the staff. Staff gently and sensitively support, praise and encourage all children in their daily routines and activities which helps them to develop their self-esteem, confidence and sense of belonging. The children are very polite and well behaved. They are very happy and relaxed in the group and they respond well to the clear guidance from the staff. Children freely make choices in their play and daily routines and are confident as they select playthings and participate in activities. Staff are adept at encouraging children to share their opinions and take a very active role in the group. All children are clearly valued by the staff, who have a sound knowledge of each child to ensure there is consistency and continuity so that they can thrive and progress effectively.

The partnership with parents and carers is very good. Parents participate in the exchange of information necessary for their child's care. They are kept fully informed about daily issues and are aware of planning and topics for activities. There is an informative parent information book and an attractive website with a great deal of information about the children's care and learning. Children's development files are available for parents to see how their children are progressing. Many lovely examples of the children's work are displayed in the setting and children take lots of their art and other craft projects home to show what they have achieved. Parents are very positive in their comments about how their children are progressing and are very happy with the care they receive.

Organisation

The organisation is good.

Leadership and management are very good and ensure that smooth, consistent practice is in place for the benefit of all the children and their parents and carers. Staff are very professional, caring and dedicated in their approach to their work in the daily care and education of the children. This is reflected in all aspects in the setting; in the well organised childcare areas, in the many safety measures taken, and in the range of high quality resources, activities and equipment provided which help children learn and develop effectively. Clearly defined and sensitive daily routines enable children to settle well and feel secure. They are fully supported in the setting, allowing them to benefit from the staff's affectionate and calm approach to their care and learning.

Informative files, notice boards and many other means are available to enlighten staff and parents. A wide range of detailed policies and procedures, such as child protection, behaviour management and equal opportunities, are used to inform practice and protect the children. There are effective recording systems in place, including individual child records. Staff continue to update and develop these for the benefit of children attending, their parents and for the staff team. There are clear procedures to record child, staff and visitor attendance.

Children clearly benefit from the care provided and from the staff's positive attitude towards their own training and personal development. Staff members have completed a wide range of relevant training relating to the health, welfare, safety and educational needs of the children. They continue to look at further development to enhance their existing very good practice.

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

Improvements since the last inspection

There was one recommendation made at the time of the last inspection in relation to maintaining separate minor incident and child protection records. There are now separate recording systems in place to ensure that there is clarity and confidentiality for the protection of children attending.

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 the 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 there are effective procedures in place for the hygienic disposal of nappies.

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