

All Saints Sure Start Children's Centre

Inspection report for early years provision

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| Unique Reference Number | EY341162 |
| Inspection date | 11 September 2007 |
| Inspector | Mary Van De Peer |
| Setting Address | All Saints Sure Start Children's Centre, Magpie Hall Road, Chatham, Kent, ME4 5JY |
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| Registered person | Medway Council |
| Type of inspection | Integrated |
| Type of care | 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.

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 good.

WHAT SORT OF SETTING IS IT?

All Saints Sure Start Children's Centre is one of four settings run by Medway Council. It opened in 2004 and operates from a purpose built centre, Monday to Saturday. It is situated in Chatham, Kent. The nursery opened in 2006 and operates from two ground floor rooms and a maximum of 33 children under five years may attend at any one time. A maximum of 18 children may attend the crèche at any one time. The crèche is open two days a week, all year round. Sessions are from 09:00 until 12:00. There are 27 children on the crèche roll. A drop-in-centre also operates from the crèche facility at other times. An Out of School Club is provided in two rooms in the same building and a maximum of 16 children aged five to under eight years may attend at any one time. The centre nursery is open each weekday from 07.30 to 18.00 for 50 weeks of the year. All children have access to a secure, enclosed outdoor play area. There are currently 31 children aged under five years of age on roll. Of these, eight children receive funding for nursery education. Children come from the local area and most of their parents participate in activities within the centre. The Children's Centre also provides other community services such as Play Link, healthy eating projects and self-help groups. The setting is able to support children with learning difficulties and/or disabilities and currently supports a number of children speaking

English as an additional language. The nursery employs 10 members of staff, who all hold appropriate early years qualifications. There is also a qualified chef providing meals and snacks.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

All children are able to explore, test and develop physical control by having constant access to stimulating daily indoor and outdoor experiences. Physical development is good. Staff show a keen and secure knowledge of both Birth to three matters and the Foundation Stage. Their excellent understanding of each child's stage of development means even the youngest children are confident to try out new skills, ask for help when needed and set their own limits within the safe environment. For example, children can develop their jumping and balancing skills using wooden blocks, which they move around and re-arrange as they wish. Older children are developing a positive attitude to physical exercise. They delight in the challenges of a versatile range of activities, such as learning about water currents by using the new and exciting equipment situated outdoors. There is vast range of interesting and inspiring toys and resources which ensure children's fine motor skills develop. For example, there are scissors, stirrers, brushes and natural materials such as wool, textured paper and card to fold and cut for assembling. Threading, eye-co-ordinating and construction activities mean children are able to learn how to concentrate and finish a task.

Children thrive because staff follow highly effective procedures and practices which meet the children's physical, nutritional and health needs. The adult attention, support and guidance helps children gain an excellent understanding of hygiene and they are becoming increasingly independent in their personal care. All childcare staff have achieved a recognised first aid certificate and are able to deal quickly and effectively with any minor injuries. Excellent medication procedures mean children's wellbeing is protected. Accident and incident records are very well kept and parents sign and receive a copy of the entry.

Children help themselves to easily accessible drinking water throughout the session and enjoy different foods such as muffins and fresh fruit at snack time. Lunch-time meals are well balanced, nutritional and take account of the individual and cultural needs of all children. Older children are able to talk about 'good' and 'bad' foods. There are free range chickens kept by the centre and children enjoy retrieving the freshly laid eggs. They are learning about where some of our food originates from. High levels of parental involvement in healthy eating projects at the centre contribute significantly to children's understanding of a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very clean, organised and safe environment. The toys and equipment are well-maintained and appropriate to children's age and stage of development. Children can independently access available resources from tables, trays and boxes which are child height. This means they can move around safely and freely. Staff have a good understanding of how to achieve a balance between freedom and setting safe limits. They involve children effectively in organising their environment, allowing children to learn some sense of danger and knowledge about how to protect themselves from harm. Accidental injuries are minimised because staff use thorough risk assessments to reduce potential hazards. Regular communication with parents contributes to children's safety. There is a fire evacuation procedure in place, however, it does

not cover other possible emergencies. An emergency box which can be taken out during an evacuation, contains various useful items, including blankets and nappies. Children's needs are able to be met. They are very well protected by staff who have a clear understanding of child protection procedures and give top priority to children's welfare.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children really enjoy their time in the nursery, arriving eager to participate in the activities provided. They are achieving to a high standard because staff are extremely competent and skilled in their use of Birth to three matters and the Foundation Stage. This enables them to provide high quality care and education. The children make excellent progress as staff recognise their uniqueness. Those who are new to the pre-school are helped to settle by staff, who are sensitive towards their individual needs. Close and caring relationships increase children's ability to trust and help them develop a strong sense of self. Early communication skills are well supported through high quality adult-child interactions. Children begin to make sense of the world as they participate in a diverse range of exploratory and sensory experiences. For example, they use water play and talk about the fragrance of the lavender flowers in the garden area. Indoor sensory areas for both babies and children have been developed by staff, using moving lights, gentle sounds and soft textured materials. Babies are able to begin to develop their creative skills, with liquid paints, for example. Staff talk and play continuously with the very young children, making sure they have the opportunities to increase their communication skills, confidence and self-esteem.

Nursery Education

The quality of teaching and learning is good. Staff have a sound knowledge and understanding of the Foundation Stage and how to implement it for the benefit of all the children. Children are often captivated by an extensive range of stimulating, relevant activities related to their needs. They can access a wide range of well-chosen resources which promote and support all areas of learning. Children are eager to learn and are self-assured in their play. They display confidence and try out new experiences. Children listen intently to stories and enjoy joining in where they know what happens next. All children use marks readily, to represent their ideas and more able children can write the letters of their name. The use of a few visual symbols and simple sign language enables children with English as an additional language, to participate in the activities and make good progress. However, there are some missed opportunities by staff to ask leading and open-ended questions, to encourage children to think for themselves. Children are able to use their imagination as they make sense of the world around them in the stimulating outdoor area and also in the creation of exciting, individual art work. They wonder at what they see, feel and smell in the nursery's sensory garden. Children work well together, for example, a four year old shows a younger child how to put a train track together. Children are competent at using the computer equipment. They select the software they want and use the mouse in the correct way. Children gain confidence in using numbers during their play and respond appropriately to challenges which extends their vocabulary and skills in activities and daily routines.

Staff ensure they know about children's skills, interests and needs, building on this information effectively to help children achieve as much as they can. A flexible approach to planning and a balance between adult and child-led activities allows children to learn at their own pace. Staff use effective systems to observe, monitor and record children's achievements and to plan experiences that help children take the next step in their learning.

Helping children make a positive contribution

The provision is good.

All children are welcomed and play a full part in the nursery because staff value and respect their individuality and the family context for each child. Their behaviour is good. Children show good manners, for example saying 'please' and 'thank you' in the correct context. Staff support children in sharing and turn-taking. Children's understanding of right and wrong is increased as they respond to gentle reminders to care for their environment, the nursery's resources and each other. The children have opportunities to learn about themselves, others and the world around them through appropriate resources and activities and outings in the local community. The nursery is able to provide good support for children with learning difficulties and disabilities, as well as those who speak English as an additional language. This positive approach fosters children's spiritual, moral, social and cultural development well.

Partnership with parents is outstanding. This contributes significantly to children's wellbeing in the nursery. Information from parents regarding their child and their views about their needs and interests are actively sought before the child starts at the nursery. Staff ensure that all parents know how their children are progressing and developing. Children benefit greatly from the involvement of their parents in projects which contribute to their safety, good health, development and learning.

Organisation

The organisation is good.

Children's care is enhanced by the good quality care and effective management of nursery education. The premises are extremely well organised. The Birth to three matters and Foundation Stage planning are thorough but flexible and ensures children's next steps are clearly identified. This subsequently improves the learning experiences for all children. Indoor and outdoor space is laid out to provide maximum play opportunities for children. All required documentation which contributes to children's health, safety and wellbeing is in place and is regularly reviewed. The recruitment and induction procedure is effective and robust. Children benefit from the care qualified and experienced staff provide. The appraisal system ensures that the nursery's comprehensive policies and procedures are consistently applied.

The leadership and management of the nursery is good. The nursery manager has lots of experience, enthusiasm and commitment, which in turn motivates staff. All staff are committed to continuous improvement and development. They regularly reflect, monitor and improve the quality of their care and education. Children and staff records are stored confidentially in lockable storage systems. All Children Act regulations are met. The setting meets the needs of the range of 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 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):

- review the setting's evacuation procedure so that it is effective in any emergency and helps ensure children's continued safety

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):

- ensure staff ask children leading and open-ended questions, to encourage them to think for themselves

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