



The Children's Centre at Bentley West School

Inspection report for early years provision

Unique Reference Number	EY151855
Inspection date	04 August 2005
Inspector	Lynn Morris
Setting Address	Monmouth Road, Bentley, Walsall, WS2 0EQ
Telephone number	01922 746592
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Registered person	The Children's Centre at Bentley West School
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?

The Children's Centre at Bentley West School opened in 2002 and operates from a purpose built Children's Centre in the grounds of a junior school in Walsall, West Midlands. A maximum of 130 children may attend at any one time. The Centre is open from 08:00 to 18:00 all year round. All children share access to secure school fields, playground and enclosed garden area.

There are currently 409 children from 6 weeks to 13 on roll. Children come from a wide catchment area. The group currently supports a number of children with special needs and children who speak English as an additional language.

The group employs 33 staff. Sixteen of the staff, including the Centre Manager hold appropriate qualifications. Eleven staff are working towards a qualification.

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 children benefit from good hygiene practices with regard to hand washing. Older children attend to their own personal hygiene and wash their hands before eating food. Younger children learn to wash their hands and are given good support and encouragement to use soap. Children's well-being is supported as all staff are trained in first aid and there is easy access to several well stocked first aid boxes in an emergency.

Older children in the holiday scheme bring their own food to the setting and sit in large well organised groups to eat their lunch. They also use a 'tuck' shop, which was opened by staff to meet the children's requests. Younger children in the day nursery have a good range of healthy cooked meals. Babies are fed on demand and to meet parent's wishes. Most children select drinks from a tray throughout the day, younger children have regular drinks, which are recorded in their diaries. Children enjoy snack and mealtimes, which are sociable occasions.

Children access a good range of physical play. For example, they use space at the setting to play physical games and create their own dance routines. Younger children are developing physical skills and control. They run around, climb and use a parachute in the well resourced garden, which helps them to learn control and develops growing muscles. They go out for walks and use the school playground and field.

Children's health and well being benefits from staff's sound knowledge of the Birth to three matters framework and its impact on children. Their development is individually planned by their key worker using the framework

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in lovely new building, which has been completed to the highest safety standards. Children's safety takes priority and good security measures keep children safe from members of the public. They are well supervised by staff and know that they must not leave the premises without an adult. High handles on all doors ensure that children can not leave a room unnoticed.

Children play in areas where safety issues are continually risk assessed and addressed. For example, children's daily activities such as sewing have additional risk assessments carried out before the children commence the activity, ensuring that all potential dangers to children have been considered. Children's safety is enhanced by practising regular fire evacuation procedures and additional practises take place

when a new child starts.

Children are protected from risk of harm or abuse by staff's sound knowledge of child protection procedures. Mandatory training for all staff reduces the risks to children's well being and ensures that correct procedures are followed.

Helping children achieve well and enjoy what they do

The provision is good.

Children are settled and happy as they play in a well resourced learning and fun environment. They select toys and equipment from a very good range, which is appropriate to children's individual stage of development. Older children choose where they want to play and use their imagination to create pictures and models from materials available to them. They choose music and make up dance routines encouraging each other to join in. They benefit from a programme of planned activities, which enable children to have a good range of experiences both at the setting and on organised outings. For example, they have taken part in a circus day and have been on a visit to the zoo. Younger children enjoy a wide variety of interactive experiences indoors and outside in the garden. For example, they make painted pictures using their hands, feet and bodies and show delight when exploring the 'treasure' baskets available to them.

Children make good relationships with each other and staff. They share and take turns with little or no intervention from staff and older children help younger children complete activities. They involve themselves with interesting activities and play purposefully during their time at the setting. Younger and less able children are excited and motivated when trying new activities and are well supported by staff members.

Helping children make a positive contribution

The provision is good.

Children are treated with respect and their individual needs are taken into account. Children attend from different backgrounds and access a good range of resources, books and toys, which support their needs and promote cultural differences. Children take part in festival celebrations and can see pictures and posters, which reflect special needs and cultural diversity. Children with special needs benefit from training courses attended by staff. For example, the setting has strong links with the school's hearing impairment unit and several children attend the holiday scheme. Ten staff members have completed basic sign language training, which helps children communicate well.

Children's information obtained from parents ensures that good care is given to the children. Children's progress is communicated daily to parents through diaries and white boards. Information exchanged keeps parents up to date about activities and events that their children take part in. Parents stay at the setting if they wish and join in play sessions, which helps children to settle and feel secure.

Children are aware of the 'rules' for good behaviour and are gently reminded by staff when 'rules' are breached. They share well, take turns and help each other. Older children need very little support from staff to behave well and younger children are praised and respond positively with loves and cuddles.

Organisation

The organisation is good.

Children are cared for in a stimulating, challenging and welcoming environment. Space is used to enable children to experience a very good range of different activities. Children benefit from staff's good organisational skills and commitment to enhancing their knowledge through training courses. Children's welfare is supported well through staff's implementation of their policies and procedures.

Children benefit from attending a Centre where their needs and those of their families are paramount. Parents attend courses and are able to spend time with their children in a relaxed, learning atmosphere. All required documentation to provide good care for children is in place. However, details of staff movements from room to room are not currently recorded and do not accurately reflect which rooms staff have been working in during the day. Overall the setting meets the needs of the children cared for.

Improvements since the last inspection

At the last inspection staff were asked to ensure that Ofsted's telephone number was included in the complaints procedure. The telephone number is now included and the complaint's procedure is available for parents. This contributes to organisation.

Complaints since the last inspection

There are no complaints to report.

THE QUALITY AND STANDARDS OF THE CARE

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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 record staff attendance in each room.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk