

Norton Hall Children & Family Centre Ltd
Inspection report for early years provision

Unique Reference Number	EY300034
Inspection date	10 October 2007
Inspector	Kashma Patel
Setting Address	Ralph Road, Birmingham, West Midlands, B8 1NA
Telephone number	0121 328 3043
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Registered person	Norton Hall Children & Family Centre Ltd
Type of inspection	Integrated
Type of care	Full day 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 satisfactory. 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?

Norton Hall Children & Family Centre re-registered in 2006. It operates from a community building in Birmingham. The facility provides a nursery, a before and after school club and holiday care. Children attending the after school care are escorted or transported by staff who have use of a minibus.

There are currently 41 children from two to eight years on roll. Children attend for a variety of sessions. The before and after school care operates within term times, with the day nursery open all year round, except for bank holidays; holiday care is offered by arrangement throughout the year. Children attend for a variety of sessions which are between 08:00 and 18:00. The setting supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

All staff hold early years qualifications to National Vocational Qualification level 2 or 3; some staff also hold a recognised play work qualification. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is consistently promoted because there are appropriate hygiene procedures in place to minimise the spread of infection. For example, children wash their hands before snacks and after messy play in the small sink in the playroom which promotes their independence. Staff also use an anti-bacterial spray to clean tables before serving food and after activities. All the required consents for emergency medical treatment are in place to promote children's good health. Most staff also have a current first aid qualification which enables them to deal quickly and appropriately with any accidents or illnesses.

Children's physical development is adequately promoted through regular use of the sports hall and the outdoor play area, which provides opportunities for children to play in the fresh air. They are able to develop control of their bodies and improve their physical skills; such as co-ordination and balance as they ride bicycles, play ball games and take part in music and movement. Children do not have opportunities to develop large muscle skills because the nursery does not have any large apparatus to promote skills in climbing.

Children's health is promoted as they are offered a range of healthy snacks and meals which are freshly prepared on site. Menu plans demonstrate that children are offered a balanced range of all food types, including fresh fruit and vegetables. Children's dietary needs are well met by staff, who make appropriate arrangements for alternative snacks to be available.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are adequately protected from the risks of accidental injury, because staff carry out daily visual checks before the children arrive. They learn about fire safety as they regularly take part in emergency evacuation procedures. Accurate accident and medication records which are shared with parents are adequately maintained. Staff are also aware of what action to take if a child is uncollected and have appropriate measures in place should another adult arrive to collect a child. Consequently, children are safe and well cared for.

Children have easy access to a varied range of safe, suitable furniture and equipment which is well maintained. Toys and resources are sufficient and reflect diversity. They are age-appropriate and provide suitable challenge, consequently, children are adequately stimulated in their environment.

Staff have attended training to update their knowledge and they have a sound understanding of child protection issues and reporting procedures. They are aware of the signs and symptoms of abuse and fully recognise their duty to protect the children in their care, therefore, children's welfare is safeguarded.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and settled within the nursery. They establish secure trusting relationships with staff who know them well and enjoy playing with them. All children are well supported by the experienced and committed staff team. Staff are aware of relevant frameworks, such as

the 'Birth to three matters' and the Curriculum guidance for the foundation stage which they use to plan an appropriate range of play experiences for young children.

Children move around the room, eagerly engaging in activities including role play, painting and collage. Toys and resources are accessible which allow free choice. Children freely access a wide range of books which are age-appropriate and promote equality of opportunity.

Children attending the after school care have access to a wide range of activities which include taking part in competitions and arts and crafts. They demonstrate good levels of confidence as they talk about their experiences in the group. Children enjoy their time at the club and look forward to seeing their friends. They also enjoy physical play in the sports hall where they play with bean bags, footballs and team games.

Nursery Education

The quality of teaching is satisfactory. Staff demonstrate a sound knowledge of the Foundation Stage. The pre-school room has some clearly defined areas which cover the six areas of learning. For example, role-play, creative, and the writing area provides opportunities for cutting and sticking also. Staff plan an appropriate range of activities, however, they spend long periods of time setting up, which leaves children unoccupied. Older children initiate their own play by helping themselves to toys and equipment, however, younger less confident children are less motivated. Staff also miss opportunities for children to get involved in their learning, for example, when setting up for snack times, they do not ask children to help. There are appropriate systems to monitor and record children's progress through regular observations which are then used to complete children's assessments.

Children are interested and eager to join in with activities. They talk about different fruit and vegetables as they learn about healthy eating. They are beginning to show increasing confidence as they speak at registration about their likes and dislikes. Children show concern for each other as they help new members settle in by taking them around the nursery with them. They learn about the wider world through the celebration of cultural festivals and outings in their community.

Children are developing appropriate communication skills. They enjoy listening to stories and singing songs and rhymes. They also chat confidently to their peers and staff in the home-language which promotes their self-esteem. More able children are able to recognise what letters their names are made up of and can recognise their names in their environment and on the work trays.

Children have regular opportunities to count, sort and match objects through activities. They count seashells and compare size whilst playing with them in the sand. At circle time they take part in number songs and count the children in the group. Children are developing some independence during routines, for example they are able to wash and dry hands and attempt to put outdoor clothes on. However, staff miss opportunities to introduce problem solving skills and further promote their independence. For example, staff give out cups and pour drinks for children at snack time. This means children are not fully involved in routines.

Children are developing their creativity through well-planned activities. They learn about different colours as they mix paints, they correctly identify colours such as red, blue and yellow when painting pictures on the easel. Children develop their imagination in the role play kitchen area as they pretend to cook dinner for their friends and staff. They develop their small muscle

skills as they use small spoons to scoop the sand and stick shiny pieces of paper and lentils from the sand box.

Children learn about their environment through planned activities. They grow plants in the garden and enjoy digging in the soil looking for worms. They also visit local shops and places of worship such as the mosque. Children have limited opportunities to develop their information, communication and technology skills, due to lack of programmable toys. A computer is available but children do not have regular access.

Helping children make a positive contribution

The provision is good.

Children are respected as individuals and have equal access to an appropriate range of resources and activities which helps them to learn about the wider world. They learn about other cultures through visits to the local mosque and regular walks in their community. They make Rangoli patterns and diva lamps for the Diwali festival. Children who speak English as an additional language are well supported by staff who are able to speak the community languages. This positive approach fosters children's spiritual, moral, social and cultural development. Staff have suitable knowledge of how to care for children with learning difficulties and/or disabilities.

Children relate well to staff and are well behaved as they share and take turns with toys. They show care and concern for each other as they reassure new children by talking to them in their mother tongue and comforting them when they get upset.

Children benefit from daily verbal and written feedback given to parents at the end of the session. This ensures that parents and carers are kept well informed of their children's progress. Information about the regulator is displayed for parents to ensure they are made aware of what to do if they are concerned about the care of their children. A complaints log is in place to reflect the recent changes in regulations. Parents commented that they were happy with the nursery, and their children had made good progress in all areas of their development. They also commented that staff were always friendly and spent time discussing their children's needs.

The partnership with parents and carers of funded children is satisfactory. Parents are kept informed about their children's progress through daily verbal information and with the use of the notice board. Planning is also displayed and staff talk to parents about the six areas of learning. However, they are not provided with written information about the Foundation Stage which means they are not fully aware of what their children are learning. Parents get involved in their children's learning by contributing items for the interest table and coming into the nursery to carry out demonstrations such as cooking noodles.

Organisation

The organisation is satisfactory.

Children are safe because all staff have been through the necessary skills and experience to promote children's learning. Staff are appropriately qualified and recruitment and vetting procedures are appropriate, ensuring staff are suitable to work with children. Children benefit from a key worker system which ensures that their care is consistent. The premises are adequately organised and space is used to its full potential to maximise children's play opportunities.

All documentation is in place and children's records are stored securely. Staff are aware of procedures for the retention of records and for notifying Ofsted of significant changes.

The leadership and management of the nursery is satisfactory. There are appropriate systems in place to monitor the effectiveness of the nursery provision, however, staff are not fully involved in the process. This means that staff are not fully aware of areas which require improvement. The manager also spends a lot of time with administrative duties which limits the time spent in rooms to support the staff team. An appraisal system is in place to assess staff's training and development needs.

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):

- improve opportunities for children to be active and develop their physical capabilities (also applies to nursery education).

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):

- improve opportunities for children to develop concepts of problem solving and skills in information and communication technology
- ensure activities are well prepared and children are involved in their learning
- improve information given to parents relating to the Curriculum guidance for the foundation stage.
- improve systems to monitor and evaluate the provision for nursery education ensuring that all staff are fully involved and supported by the management team.

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