

Westfield Children's Centre

Inspection report for early years provision

Unique Reference Number	223285
Inspection date	21 February 2008
Inspector	Hazel Christine White
Setting Address	Westfield Community Centre, Rosemary Way, Hinckley, Leicestershire, LE10 0LN
Telephone number	01455 637516
E-mail	westfieldcc_uk@yahoo.co.uk
Registered person	Westfield Community Development Association
Type of inspection	Integrated
Type of care	Full day 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 good.

WHAT SORT OF SETTING IS IT?

Westfield Community Development Association is a limited company. It operates a range of services, including three registered day care settings, and facilities for under five's and their parents and carers. These settings, some of which have been in operation over 30 years, are all on the Westfield site, located close to the centre of Hinckley in south Leicestershire. Children and families come from local and surrounding areas.

The Pre-school/Playgroup runs daily during term time, from 09:00 to 11:30 and from 12:30 to 15:00. The children are cared for in a large play room and a cloakroom area, which is also used as a group area, and associated facilities. The group can access outside areas, on the site, and another area within the adjacent school. There are eight members of staff, seven, including the manager have level 3 qualification in early years and child care. There are currently 75 children on roll, which includes 66 children who receive funding for their early education.

The Out of School Club offers before and after school care, in a separate building, with its own facilities. It is open daily, during term time, from 07:30 to 09:00 and from 15:00 to 17:30. There is also a play scheme which operates throughout school holidays, (excluding bank holidays),

from 07:30 to 17:30. Six members of staff work with the children, four of whom have relevant qualifications, three are in play work. There are currently 55 children on roll.

The nursery operates from a family centre, with three rooms of their own, plus an outside area, and a shared area of indoor space. It operates from 08:15 to 17:45 throughout the year, except bank holidays and two weeks holidays during the year. There are nine members of staff, two including the manager have a level 4 qualification in early years and child care. Six have a level 3 and one is working towards a level 2. There are 37 children on roll, 12 of whom receive funding for their early education.

All the settings support children with learning difficulties/and or disabilities and those with English as an additional language. The setting receives support from the local authority Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean and healthy environment. They learn about personal hygiene through daily routines such as hand washing. They are reminded to cover their mouth when they cough and use tissues to wipe their nose. Nursery children are encouraged to clean their teeth after dinner. Children sleep and rest following their home routines. Babies sleep in cots and toddlers on mattresses, all children have individual bedding. Pre-school children rest on comfy chairs when they need a quiet time.

All staff demonstrate a sound awareness of health and hygiene procedures and are familiar with policies relating to health issues. The premises are kept warm, clean and tidy. Positive steps are taken should children become ill or have an accident because most staff hold current first aid certificates or are booked on to training. First aid boxes are fully stocked and readily available in all settings.

Children are well nourished because they are offered an excellent range of meals and snacks which have been carefully planned to ensure that they receive a balanced and nutritious diet. Drinks are readily available. Menus in the nursery are shared with parents and rotated every four weeks to ensure children have a good variety. A fruit bowl is offered as an alternative to puddings. Pre-school children are learning about healthy options and snack on raw vegetables, wholemeal bread and fruit. The out of school club involve children in menu planning and they thoroughly enjoy cooked meals and snacks such as pasta dishes and fruit. Children's individual dietary needs are met because staff exchange information with parents and ensure that any special requirements are recorded and respected. Some staff have had food hygiene training and all are aware of good practice.

Physical development is promoted well in all settings. Children have a wide range of activities that encourage them to have a positive attitude to being active. All children have access to the trim trail and have fun practising their balancing and climbing. Nursery children learn to manoeuvre wheeled toys and play group games using a parachute and bats and balls. Babies are regularly taken out for walks to get fresh air and indoors join in with action rhymes. Pre-school children weave in and out of cones and jump into hoops as they complete obstacle courses. They run around the playing field and play ball games. Children in the out of school club make up their own games and are skilful at organising their own teams. They have

discussions about the importance of exercise and are therefore learning about the positive impact that being active has on the body.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure environment because positive steps are taken to minimise potential risks. Security measures are effective in the nursery and pre-school settings. External doors are locked and outdoor areas are fully enclosed. Visitors are carefully monitored. However, the out of school club do not have sufficient measures in place to manage access to the setting as a record of visitors is not kept. As a result children's safety is potential compromised. The premises and outdoor area are not always secure, consequently children can leave them unsupervised. Generally written risk assessments are in place and cover all areas used by the children, therefore, most potential hazards have been identified. Staff carry out daily visual safety checks and safety measures such as stair gates and socket covers are used to reduce risks for younger children.

Children are learning to keep themselves safe by following rules and safe practises. Nursery and pre-school children understand through gentle reminders, why they must not run indoors and climb on furniture. Out of school club rules are known because children have been involved in making them. They are fully aware of how to behave when they are on trips and being transported in a vehicle, for example, wearing seat belts and listening to instructions. Resources are safely stored and children are encouraged to tidy away toys after use to prevent accidents such as tripping up. Children are protected from the dangers of fire as safety procedures and safety equipment are in place in all settings. Emergency evacuation procedures are displayed near all exits and adults and children are aware of them because they are practised.

Children's welfare is effectively protected because staff demonstrate a secure working knowledge and understanding of safeguarding children procedures. They are well aware of their roles and responsibilities in ensuring that children are protected from abuse. All settings have a clear and well-written child protection policy and most staff have attended relevant training to enhance their everyday practice and extend their understanding of related issues. Children are only released into the care of known individuals and nursery and pre-school children are directly supervised.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, settled and having fun. They enjoy a wide range of activities and experiences that contribute to their learning and all round development. Staff demonstrate a sound understanding of the 'Birth to three' framework. They plan a balanced programme which includes story time, creative activities, imaginary play and outdoor time. Children explore using all of their senses and have regular access to a wide range of materials such as sand, water, play dough and art and craft materials. Wheeled toys and ball games help children to develop physically. Most resources are available for children to access independently and a selection, chosen by staff, is put out, on a daily basis.

Children relate well to each other and develop warm and caring relationships with staff. They are offered comfort, reassurance and support. Children interact with adults and they are learning to play with and alongside others. Babies and young children are gaining confidence and developing their communication skills as staff respond promptly and appropriately to their

babbling and gestures. They chuckle as they take part in action rhymes and enjoy being sung to. Babies are shown affection and cuddles are freely given. Children are frequently praised for their efforts and achievements and as a result they are motivated to learn and display good levels of self-esteem.

Children settle quickly into the out of school club and they can access a general balance of activities. They have made friendships and play together in groups of mixed ages. Children interact well with staff and their peers and conversation flows naturally during the session. Planning is in place and allows for flexibility according to the children's requests and to allow for individual needs.

Some activities are set up and resources taken out ready for the children when they come in from school, but children also make choices in the club and readily ask for favourite games and toys. Children enjoy art and craft activities and staff support them to develop their ideas. They can freely select their own choice of play opportunities to develop their independence and are aware of the need to tidy away afterwards. Outdoor play is accessed every evening which staff and children enjoy. They have use of the school playing fields and playgrounds to run around and play games.

Nursery Education

The quality of teaching and learning is good. A good balance of adult-led and child-initiated play ensures children are motivated and engaged in a broad range of developmentally appropriate activities. Staff use their good knowledge of the Foundation Stage and how children learn to provide a stimulating environment which reflects all children's background and the wider community. Staff use an effective range of teaching methods to motivate children so they are keen to learn and make progress. They use successful strategies to engage and interest children, for example, at story time using props to encourage their interest and participation. Staff constantly join in with children's play to extend their learning and they informally adapt activities to provide children with realistic challenge.

Planning is based on topics and is balanced across the six areas of learning and is linked to appropriate stepping stones. Assessment in the pre-school is based upon meaningful observations recorded in children's records of progress and staff formally consider children's next step in learning. However, the nursery assessments are not clearly linked to the stepping stones and early learning goals. Consequently children may not be sufficiently challenged. Staff manage children's behaviour effectively and provide them with good strategies to help them learn to manage their own behaviour. Sessions are delivered to provide a well balanced mixture of small group and large group activities. There are times in the pre-school group, however, where children lack choice as they remain in a large group for outdoor play and circle time. As a result their independence is not fully enhanced.

Children have a positive attitude to learning and become confident and self-assured in their play, negotiating and interacting well with their peers to share ideas and experiences. Children play together well cooperating and offering their own suggestions when in the role play area. They decide what to make for tea and ask adults what they prefer. Children have good pencil control, for example, when copying their name to label their own pictures and make excellent use of descriptive language, for example, when playing with corn flour, they use words such as smooth, silky and squidgy.

Most children confidently recognise their own name and make good use of the well-resourced graphics area. Children enjoy listening to stories and are able to confidently discuss aspects of their favourite books. The print-rich environment fosters their understanding that print carries meaning and can be used as a method of recording and communicating. Children make up their own stories, complete with illustrations. They use mathematical language during their play and often practise their counting skills. Most can count beyond 10 and are able to recognise numerals to five. Children competently display their skills when using the computer and operate everyday technology in their play. For example, they enjoy talking to each other on the telephone in the home corner and manoeuvre remote controlled cars.

Children take part in activities to learn about living things. They show curiosity when observing land snails and discuss the habitat of insects and animals. Children plant potatoes and grow tomatoes. They make good use of their imagination in planned and spontaneous role play situations both inside and out. They explore their creativity while experimenting with a range of media and materials when making junk models. Children investigate objects and materials through a variety of experiences. They are skilful in controlling tools and equipment to explore their environment, for example, mixing paints and helping to make play dough. They are learning to use scissors correctly with little or no support.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. Their individual needs are known and addressed well by staff. Key workers complete all the required information in consultation with parents. Children are confident and secure with familiar routines and new children in the out of school club are welcomed and supported by existing members. They are learning to appreciate and value each other's similarities, differences and beliefs. Children are able to choose books and toys that reflect diversity and develop an understanding of other cultures through art and craft and discussion. Nursery and pre-school children celebrate a range of festivals and special days. They recall taking part in a dragon dance for the Chinese New Year and celebrating Holi. Children in the out of school club design their own cards for Mothers Day and write special messages. Children attending with learning disabilities and/or difficulties are supported well. Staff have a clear understanding of the need to adapt activities to ensure inclusion. Parents are fully involved in their children's care and other professionals offer advice and support. As a result children are encouraged to reach their full potential.

Children generally behave well and show care and concern for one another. They are made aware of the rules and boundaries of the setting through gentle reminders from staff and their self-esteem is promoted as they are frequently praised for effort and achievement. Their sense of belonging is promoted through consistency of care and the effective use of positive behaviour management strategies. Staff exchange information with parents about methods used to manage behaviour and they work together to resolve any problems that may occur. Children in the out of school club are supported in managing conflict and have been actively involved in making the rules that keep them safe.

Children's general welfare is enhanced and supported because parents are welcomed and important information is shared to ensure consistency. Displays around the setting provide further information and parents are invited to attend open evenings. Pre-school parents comment positively on the warm and friendly relationships that they and their children have with a constant and supportive staff team.

Partnership with parents and carers of children in receipt of funding for their early education is good. Both the pre-school and nursery give parents and carers clear detail of what is in the Foundation stage. Newsletters and displays are used to provide further information to parents about the Foundation Stage and what their children are learning. This enables the parents and carers to support their children's learning at home. Parents of pre-school children are asked to contribute to their children's records of progress, which are shared with them regularly, they are invited to discuss their child's progress with their key person. At present the nursery does not have strategies to link children's learning to home and systems to enable parents to comment on their children's progress. Although these are being developed, currently children are not fully extending their learning.

Organisation

The organisation is good.

Children are happy and relaxed in a friendly environment. Rooms are welcoming and resources are stored safely and attractively. Activities are varied and familiar daily routines provide children with security and consistency. There is plenty of space for children to relax and play in comfort and safety. Children's welfare is promoted by visible and committed management, working alongside a friendly and enthusiastic staff team. Records, policies and procedures which are required for the safe and effective management of the provision are generally well-maintained. However, staff teams are not made fully aware of changes to policies, procedures and documentation at the earliest opportunity. As a result, some are not updated to reflect current practice. Staff in the out of school club do not register to show their hours of attendance and visitors are not effectively monitored. Consequently children's safety may be comprised. Robust systems are in place to ensure the continued suitability of staff and there are good procedures for recruitment and induction. Staff to child ratios are well maintained and children receive a good level of interaction and supervision.

Children experience security and continuity of care as staff members are consistent and help children to settle.

Children's play and learning experiences are enhanced because all staff are encouraged to develop their existing knowledge and understanding of child care related issues. They have attended a wide range of courses and the majority of staff hold early year's qualifications. Staff are encouraged to evaluate and improve their own practice and they contribute ideas within staff meetings. The provision is constantly looking to improve practice. Overall children's needs are met.

The leadership and management of children in receipt of funding for their early education is good. Managers have built a dedicated team who are committed to self evaluation and improving the quality of care and the provision of nursery education. Regular discussions and staff meetings take place to monitor and evaluate the provision and identify areas for improvement. Staff appraisals are conducted regularly to identify individuals strengths and weaknesses and areas for professional development. These are reflected upon and action is taken to maintain staff motivation and ensure they have opportunities to further develop in areas of specific interest. The group work closely with other professionals and evidently act upon any advice given, they have good relationships with all local children's transition schools.

Improvements since the last inspection

At the last inspection the provider agreed to develop and implement an action plan that sets out how supervisors of the pre-school will achieve a level 3 qualification. Develop further the equal opportunities policy and ensure that Ofsted is informed of all significant events such as serious accidents. The pre-school managers have achieved a level 3 qualification, therefore National Standards have been met. The equal opportunities policy has been reviewed and updated to reflect current legislation. Staff are asked to read it and parents are made aware of the policy because there is a statement about it in the prospectus. As a result equality of opportunity and anti-discriminatory practice is actively promoted. Managers are fully aware that Ofsted must be notified of significant events and have a procedure to follow. Consequently, requirements are met and children's welfare, care and learning are promoted.

Nursery Education

At the last inspection the provider agreed to develop staff's knowledge of the Foundation Stage and the use of systems of observation and assessment, to enable them to plan effectively and progress children's learning. To increase staff's knowledge of how to use everyday activities and routines to help children develop their understanding of number through practical problem solving, and to consolidate their mathematical concepts of space, size and weight. To increase children's opportunities to explore objects, to investigate how things work and to develop further their interest in information and communication technology. All staff have received Foundation Stage training and use this knowledge to plan a balanced programme of activities. They have implemented an effective system for using observations and assessments to plan for children's individual learning. Daily routines and everyday experiences encourage children to count, add and subtract. They learn to recognise numbers through practical activities and visual displays. Children enhance their knowledge of space, size and weight by completing obstacle courses, experimenting with water and measuring ingredients in cooking activities. Programmable toys, remote controlled cars, CD players, torches, tills and phones increase the children's knowledge of how things work. They have access to a computer and are becoming competent in completing simple programmes. Therefore children are making good progress in all areas of their learning.

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.

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 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 that all staff teams are made fully aware of changes to policies, procedures and documentation
- ensure the premises, including any outside play area, are secure and children are not able to leave them unsupervised
- record staff hours of attendance and monitor visitors.

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 that assessments are clearly linked to the stepping stones and early learning goals
- encourage parents to contribute to their children's records of progress and support their children's learning at home
- develop children's independence by giving them the choice of moving between rooms and the outdoor play area.

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