

Sutton Heath Childcare Centre

Inspection report for early years provision

Unique Reference Number	251689
Inspection date	05 December 2007
Inspector	Emily Alderson
Setting Address	Community Centre, Easton Road, Sutton, Woodbridge, Suffolk, IP12 3TD
Telephone number	01394 461090
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Registered person	The Trustees of Sutton Heath Childcare Centre
Type of inspection	Integrated
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 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 satisfactory.

WHAT SORT OF SETTING IS IT?

Sutton Heath Childcare Centre is located on Ministry of Defence (MOD) property at Sutton Heath near Woodbridge, Suffolk. It opened in 1993 and operates from rooms within the community centre. A maximum of 72 children may attend the setting at any one time. The Childcare Centre is open each weekday from 09:00 to 15:25 during term time only. All children have access to a secure enclosed outdoor play area.

There are currently 100 children aged from birth to under five years on roll. Of these 48 children receive funding for early education. The nursery currently supports a number of children with learning difficulties and/or disabilities.

The centre employs 25 staff. Most of the staff, including the manager hold appropriate early years qualifications or are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children attend a setting which has good health and hygiene practices as staff have attended a food hygiene course and follows set procedures. Children who sleep are provided with clean sheets which are washed after every use to minimise cross-infection. Nappy changing procedures are good. Staff wear aprons, gloves and clean the mat with an antibacterial spray after each child. The nappies are hygienically disposed of in the bin provided. Staff ensure that the fridge remains at the correct temperature by carrying out daily checks and recording them. Care is also taken when reheating food, a probe is used to ensure that the correct temperature is reached. Children learn to understand simple good health and living, as they are developing an understanding of why they wash their hands prior to eating and after toileting. Some children demonstrate their understanding, one of the older children said showing her hands 'if you do not wash them the germs make you poorly'.

Children receive good care when they are ill or have had an accident because staff are trained in first aid and each room has a well-equipped first aid box readily available. The setting is very proactive in accessing additional training, such as the use of an epi-pen, to ensure that the best care can be provided. Should children have an accident they are well cared for and their accident is recorded on an accident sheet and shared with parents. Parents give prior written permission for staff to administer medicine, any medicine given is recorded and parents sign to acknowledge the entry. However, the setting does not request written parental permission for emergency medical attention and treatment. Consequently, children's well-being in a medical emergency is potentially compromised. Should a child become unwell at the setting, parents are contacted and asked to collect them, they are advised of the length of time they should stay at home via the communicable disease chart and the setting's policy.

Children's physical play experiences are well promoted because the setting ensures that children are given plenty of opportunity for physical exercise. The younger children are very well catered for and have plenty of space to freely move around their rooms crawling and walking. They are provided with furniture and a range of toys to pull themselves up and help them to balance. The setting has a large well-equipped garden with a range of resources which all the children enjoy using. It includes a climbing frame, cars, balls, a play house amongst many other things. The garden enables the children plenty of space to move around and they use the resources well, negotiating the space available. The older children in addition have physical exercise lessons twice a week which involves them using their developing skills to play games, bounce on the bouncy castle, use hoops and dance to music. Children are aware of their bodies and help themselves to drinks when they are thirsty. Their hand and eye co-ordination is developing through activities using scissors and making puzzles.

Children have their health and dietary needs well met and increase their understanding of healthy living at setting. They have free access to drinking water throughout the day. Children are either provided with a hot lunch from the local school or bring in a packed lunch. Food provided includes chicken pie, pizza, roast turkey, salmon all of which are served with vegetables. A range of desserts on offer include a selection of fruit, jelly, fruit muffins and chocolate crunch. The setting provides the children with healthy snack, such as apples, oranges, raisins and breadsticks. Drinks provided are milk, water or fruit squash. All staff are aware of individual children's dietary requirements and are reminded by the information sheet displayed in each room. Parents are informed of what their child has eaten through a sheet sent home noting

the daily menu and how much they have eaten. Any food left in packed lunches is sent home so that those parents also know how much their child has eaten. All food provided is according to parents' wishes as detailed on the registration form.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The environment is very warm and welcoming for children, staff, parents and carers because it is beautifully decorated with children's art work, posters and photos making it a very inviting place for children. The space is very well divided and consists of four rooms, splitting the children into age groups. Each room is named and includes rainbow for the four-year-olds, story land for the three-year-olds, toy box for the two-year-olds and honeypot for children aged birth to two years. Each room caters very well for the age of children and their needs. The rooms provide them with the accessibility to move freely and safely and the necessary furniture and resources. The honeypot room has a specified sleep room and all other rooms have areas that children can peacefully and comfortably rest. In addition the setting has a fully equipped kitchen area, laundry room, office, toilets and an outside area. Children use very safe and suitable toys and equipment as there is a wide range of resources catering for the wide range of ages and abilities of the children who attend. The toys are regularly checked and anything deemed unsuitable is removed to ensure that children use safe resources. The resources are stored in low-level boxes, shelves and drawers which are accessible to the children so that they can help themselves.

The settings arrangements meet health and safety guidelines because the staff assess the hazards and actively take steps to minimise the risks. All areas of the building have been risk assessed. In addition staff complete a daily written risk assessment prior to the children attending the setting. It includes checking each room and the garden to ensure that it is safe for children to use. For example, plug sockets are covered, cupboards are secured with locks and that the garden is free from litter. The setting has a good system to manage entry into the provision, parents ring the door bell and wait for staff to grant them entry. This enables the staff full control over who enters the building. In addition most of the rooms also have internal locks on them and again parents ring the bell and wait for a member of staff to attend to them. In the event of a fire children are well protected as staff regularly practise the fire drill with them so they become familiar with the routine. Each member of staff is assigned a role and the assembly point for evacuations is at the school opposite. The drills are recorded and comments made so that any problems encountered can be rectified and improvements made. The setting takes precautions by having a fire blanket and an extinguisher in the kitchen and in other parts of the setting.

Children are very safe on outings. Prior to an outing the staff conduct a risk assessment so that all risks are known and they are well prepared. Staff take with them the register, a first aid kit and a phone in case of any emergency. Parents consent to their children going on short walks and are informed prior to every organised outing. Younger children are in pushchairs and older children walk sensibly beside the staff. They are learning to keep themselves safe as they have been involved in activities to promote road safety. Staff remind them of the highway code prior to going out on walks. Children are well protected because staff understand their role in safeguarding children. There is a nominated person who has completed the training along with all other members of staff. They have clear procedures in place which all staff are able to put into practice when necessary. The setting has literature and a flow chart to guide them should they need to make a referral. Parents are informed of the setting's duties via their policy.

Helping children achieve well and enjoy what they do

The provision is good.

Children are encouraged to be confident and develop their independence at the setting. They are greeted by welcoming staff and enter confidently selecting their activity and waving goodbye to their parents. Staff deploy themselves well in each of the rooms so that all children benefit from their time and attention. Staff are always at the children's level and fully involve themselves in their play. All resources are accessible and welcomingly, laid out for children so that they can freely access the toys of their choice. Children clearly know where things are kept and children as young as two years are able to tidy things away in the correct place. They are provided with a range of fun and meaningful activities. These include a variety of art and crafts, soil and play dough for children to explore textures and ride on toys to enhance their physical skills. In addition there are many resources to aid imaginative play. Further to the resources at the setting the children are regularly taken on outings. Past trips include going to visit Easton Farm Park, going to the Ministry of Defence 'mess' and having a visit from the fire brigade and the fishmonger. The outings all contribute to the children's learning, enriching their experiences. Children have clearly formed positive relationships with each other and the staff, often approaching them for cuddles. Activities are provided in line with the 'Birth to three matters' framework. Observations are made on individual children and evaluated so that staff can see what they need to provide to further the child's learning. Staff produce a resource sheet which identifies key children's interests and the information is used to provide each child with resources of interest. For example, a child enjoys playing with balls so initially they use small balls gradually introducing larger ones to encourage the child to try for example, rolling extending the learning. This approach demonstrates the commitment to each individual child's progress.

The Nursery Education

The quality of teaching and learning is satisfactory. Staff have a sound knowledge and understanding of the Foundation Stage. Children's starting points are known through initial discussions with the parents and by them filling out a questionnaire. Staff write a long term plan which identifies ideas relating to the time of the year for and activity ideas are shown on a spider diagram. Staff make observations throughout the session and use these to direct planning opportunities for the following week, hence following the children's interests and building upon their learning. Staff note who they have observed so that every child is included. Each week the staff write a continuous provision plan. It focuses on different parts of the room and how they will be resourced to cover all areas of learning. They use the information gained from observations and staff's knowledge of the children to select appropriate resources. However, the resources are not linked to the stepping stones and therefore the learning intention is not known. Staff occasionally carry out adult focussed activities which are written on a short-term plan. It identifies the activity to be carried out and the learning intention. It also identifies any differentiation needed and an evaluation section amongst others. However, the evaluation is not always completed which is necessary to ensure that the provision is meeting the needs of the children.

Information from the observations are also used to complete each child's assessment record. Their achievements are highlighted and the observation transferred. However, the assessments are not used to inform future planning and therefore the next step in children's learning is not identified. This impacts on children's learning and the activities provided for them to develop. Staff use very effective methods to engage, challenge and help the children progress. They use open ended questions which encourage the children to think, for example, 'what do you think will happen if?' As a result children are progressing in their learning which is evident

when observing them. They are progressing through the stepping stones in relation to their starting points. They are very confident and are able to concentrate for periods of time. Children are learning how to share toys and are encouraged to participate in sharing games. They very confidently ask each other and staff questions and have clearly made friends as they play nicely together. Children communicate to each other and the staff using a wide range of vocabulary. They understand the rules of conversation listening whilst the other person talks. The children engage in group discussions, for example, they talk about what they did at the weekend and their birthday parties. Two children had a lengthy discussion about their party dresses and shoes, which they would wear for the Christmas party. They enjoy listening to stories and sit very quietly contributing and enjoying being involved in familiar phrases.

Children's mathematical skills are developing as children freely count during their play often referring to numbers, with some children able to count to 10. Children recognise written numbers, for example, during registration the children were able to differentiate between a number 12 and a 14 with one child telling the staff that 'a one and two make 12 not a one and four'. Children enjoy exploring and investigating and particularly like being outside playing with the leaves and in the soil exploring different textures. Past activities have involved children growing plants in the garden, learning how to take care of them and watching them grow. Rainbow and Story Land rooms both have a computer which is linked to an interactive white board. The children show their enthusiasm when using the computer and understand what they need to do to participate in games. They display their competence when using the mouse effectively to select their chosen game. They have active imaginations and enjoy dressing up and being involved in make believe play. A group of children have a keen interest in being firemen re-enacting how they would put the fire out and what they need to do. Children are learning how to beat out the syllables in their names using a drum to assist them. They very much enjoy music and movement and request familiar songs joining in with the actions.

Helping children make a positive contribution

The provision is good.

Children are all included and their differences acknowledged because they are given the opportunity to share their experiences either through group discussions or in a one to one with staff. Children have many daily opportunities to engage in group discussions, such as registration where children share their ideas with one another. They are made to feel valued at the setting as their opinions are listened to and their work proudly displayed for everyone to see. Each child has their own peg which helps them to feel a sense of belonging as they have something that is specifically theirs. Children are familiar with the routine and are very happily settled. They proudly hang their coats on arrival and select their activity. They enjoy showing each other the resources and their favourite toys, further demonstrating a sense of belonging as they explain where things are kept. There are many photographs of the children displayed around the room so that the children can see themselves, they often look at these and talk about themselves. Children are in touch with their local community as the staff take the children on local walks. The children especially like walking past their houses showing the staff and other children where they live. They learn about diversity through planned activities and regular discussions. Past activities have included celebrating Divali, Christmas and Easter and further ideas are taken from the festival calendar. The staff read books to the children about various different topics and the children access the internet to see a variety of different people and their needs. The setting has in addition lots of posters showing different houses from around the world, Chinese lanterns and calendars, dressing-up clothes, puppets from around the world and books that positively reflect diversity.

Children's individual needs are being met as staff know their key children very well. The setting currently support children with learning difficulties and/or disabilities and work closely with parents and the local authority to meet their needs. The setting has a dedicated member of staff who is currently accessing special educational needs training. Other members have also accessed specific training, for example, autism awareness, makaton signing and introduction to Attention Deficit Hyperactivity Disorder (ADHD). The setting use individual education plans to set specific goals for the children. They work alongside parents to help the child to achieve the goals and progress. Children understand appropriate behaviour because staff are very good role models, talk to the children respectfully and offer continuous praise. All staff are consistent with their approach to behaviour management and spend time talking to the children about different issues. They use books and puppets to help children understand why certain behaviour is undesirable using an emotional approach so that children think about how it feels.

Children are cared for by staff who work with parents to meet their individual needs and ensure that the child is fully included in the setting. The parents are asked to provide the setting with vital information about their child so that staff can care for them according to their needs and parents' wishes. They initially receive a prospectus, a registration form to complete and are supplied with copies of the policies and procedures. Parents are kept informed through the well-equipped information boards in the entrance and through the displays in the setting. Those who have babies receive a written sheet describing their child's day in addition to the daily discussions. Furthermore regular newsletters are sent providing them with information about the setting and up and coming events. The setting are fully involved in the local community and often take part in various fundraising activities, which involves the parents, staff and the children. Parents are invited to contribute to the setting by helping with the provision of resources, bringing in photographs for activities and are welcome to join the children throughout the day. They clearly have a very good relationship with the staff as they speak highly of the setting. Parent's observations and comments are valued and there is box for this purpose. Parents are informed of how to make a complaint through the setting's policy and poster displayed.

Partnership with parents and carers is good. Parents are provided with good quality information about the setting. Parents are informed about the Foundation Stage initially through the prospectus which provides them with information and invites them to speak to staff for further information. In addition parents are kept updated through the letters sent out. Each room has a white board where staff write a list of the resources and activities to inform parents of the daily activities provided. When a child commences, parents are asked to complete a form giving the staff useful information about their child's capabilities and favourite activities, which helps the staff to plan for individual children. Parents are informed of their child's progress through their individual assessment record, which can be accessed whenever they please. Furthermore the setting invite parents to an open day twice a year giving them the opportunity to speak to their key worker to discuss their child's development. The records include a space for parents to add their comments and suggestions so that they remain fully involved in their child's learning.

Children's social, moral, spiritual and cultural development is fostered. Children are developing their self-esteem, have formed positive relationships with staff and children, children behave well and are developing an awareness of different cultures through discussions and planned activities.

Organisation

The organisation is good.

Children are safe as they are cared for by individuals who have been vetted and are cared for by staff with a good knowledge and understanding of child development. Children are safe as there are robust procedures in place when recruiting staff to ensure that they are suitable to work in the setting. The setting places an emphasis on training and nearly all staff are qualified to a minimum Level 2 qualification in childcare. In addition four members of staff are currently working towards a degree in early years as well as other qualifications. Staff access regular training and are all qualified in first aid, safe guarding children and most staff have carried out food hygiene training. In addition staff have attended a range of courses including Developing the Foundation Stage Curriculum, Young Children with Special Educational Needs, Rap Rhythm and Beat and Stimulating and Reassuring Environment for Children amongst many others. Some staff have a special responsibility, such as behaviour management, safeguarding children, special education needs co-ordinator and others this ensures that all areas are fully covered.

Children are well looked after, as the setting has a good understanding of the National Standards and their responsibility to comply. Each room has a room leader and each child has a key worker this promotes their close relationships and helps them to settle effectively in the setting. The staff work very well as a team communicating throughout the day effectively sharing responsibilities. Children's well-being is promoted by the well-organised records. The setting has a very useful operational plan with a large amount of information giving the reader a very good insight into the setting and how it cares for children. Policies and procedures are in place and are reflected in practice. A daily register is maintained recording the times of arrival and departure of each child. Parents are asked to give the setting information about their child through completing a registration form and other paperwork. These documents are stored accessibly and confidentially on the premises. Overall children's needs are met.

The leadership and management is satisfactory. The staff have clear job descriptions, regular team meetings and annual appraisals which all contribute to their professional development. New staff are positively supported and inducted into the setting. They are assigned a buddy to help them in the initial stages. Any training completed is shared amongst all staff at team meetings so that everyone can benefit and use what they have learnt in practice. It is very clear that staff work well as a team sharing sound practice, with management acting as a role model to the staff. The setting has formed close relationship with the local school and have arranged for children who will be attending to visit, to aid with the transition. The setting monitors and evaluates the quality of care and education through completing a self-evaluation form. The process enables the setting to identify their strengths and any areas of development so that they can be improved. This is completed every half term. In addition parents are asked to complete a questionnaire twice a year so that their views are also taken into consideration when making changes. This reflects their commitment to continuous improvement as they have very clear aims for the future.

Improvements since the last inspection

At the last care inspection the setting agreed to ensure that written parental consent is obtained for the seeking of any emergency medical treatment or advice that may be necessary. The setting still does not request this and have agreed to include it with the consents requested. At the last nursery education inspection the setting agreed to reflect on recent training that staff have attended to see if improvements can be made to existing good practice. Any training completed is shared amongst all staff so that all members can benefit.

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 satisfactory.

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):

- request written permission for emergency medical advice and treatment.

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):

- use children's records to identify next steps in children's learning and use the information to inform future planning
- ensure that planning shows clear learning intentions and that stepping stones are identified
- evaluate activities to ensure that the provision is meeting the needs of the children.

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