

# Sure Start Beaumont Leys & Stocking Farm Centre

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY240386
<b>Inspection date</b>	01 November 2007
<b>Inspector</b>	Lynn Dent
<b>Setting Address</b>	20 Home Farm Walk, Beaumont Leys, Leicester, Leicestershire, LE4 0RW
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<b>Registered person</b>	Mala Razak
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Sessional 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](http://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?

Sure Start Beaumont Leys and Stocking Farm Children's Centre opened in 2002 to serve the local area of Beaumont Leys and Stocking Farm. The centre comprises of a playgroup, which is open each Monday, Tuesday, Thursday and Friday from 12:30 to 15:00 during term time. A crèche runs at various times throughout the week to support parents and carers attending the centre.

All services are housed in a purpose-built building in the Home Farm area of Leicester with outdoor secure play areas for the children. The children's centre is registered to care for a 24 children at any one time. There are currently nine children aged from three to four years on roll in the playgroup; all the children receive free early education. The crèche operates as required to support various adult groups that meet in the centre. Children who attend the crèche are mostly under three years of age. The setting welcomes children with learning difficulties and/or disabilities and those with English as an additional language.

The local authority oversees the operations of the centre, including the management of the budget and recruitment of staff. There is an overall centre manager. She is supported by a

management team which includes the childcare development officer, childcare coordinator and her deputy and employs childcare assistants and a part-time qualified teacher. There are four staff who work with the children in the playgroup and crèche and local authority supply childcare staff are employed in the crèche when required. All staff hold early years qualifications to level 3; of these two members of staff are working towards a higher level childcare qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are encouraged to become independent in their personal hygiene during daily routines. Pictures are displayed around the setting to remind children of the importance of maintaining good hygiene. As a result they understand that they must use soap and water to wash their hands and throw tissues away after wiping their nose. The risk of cross contamination of germs is minimised well because staff clean the premises and resources daily and throughout the session. For example, they clean the kitchen area, tables and the nappy changing area with an appropriate cleaning solution and staff wear disposable gloves during nappy changes and food preparation.

Children are protected from the risk of infections and illness because clear procedures are implemented and shared with parents. For example, they know that children are not admitted into the setting until 48 hours have passed following sickness or diarrhoea. Following accidents children receive appropriate care because staff are trained in first aid. Parents are kept well informed of accidents involving their children because detailed records are shared with them.

Children understand the benefits of healthy eating because staff discuss this during activities. For example, when playing in the play dough they talk about pasta that a child is making and when children ask for a drink of juice staff explain that water is better for them. The setting ensures that children do not have foods that contain a large amount of sugar, fat or salt. Snacks consist of fruit, toast or crackers. Children sit at the table to eat their snack and staff sit with them to promote good table manners. During this time staff serve the children's snack, however, they are encouraged to make choices about which fruits they would like to eat. Children's dietary needs are met as these are known to staff.

Effective use is made of the outdoor play areas to support children's physical development. Consequently, they show they can move carefully over a range of different surfaces and use steps well. They can crawl through hoops and tunnels easily and show good coordination as they walk across balancing beams. Children can move skilfully in a variety of ways and directions. They enjoy running, rolling and riding bikes. Children show they can competently use scissors, hammers, pencils and craft tools. They build with construction toys and can manipulate computer keys and mouse easily. This shows that children develop good hand-eye coordination.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

The staff carry out daily risk assessments of the premises and resources. Documentation shows that appropriate action is taken to reduce the risk of accidents or injury. As a result children's safety and welfare is maintained well because they are cared for in a generally safe environment. Although children are supervised in the sensory room, their safety is not fully protected because some electrical leads are accessible to them. Children are cared for in a stimulating environment

which is organised well to ensure that all children can access the wide range of appealing resources and activities. Staff supplement the toys and resources with materials they collect and posters and signs which they make, for example, a 999 sign in the fire station role play area. Babies and younger children in the crèche can freely and independently select toys as these are placed on the floor or at their height.

Children are kept safe on outings because staff effectively implement clear procedures. For example, the number of adults caring for the children is increased and only vehicles with the correct seat belts and child seats are used. Risk assessments are carried out before venues are visited. As a result staff can assess and minimise the risks to children. Consequently, their safety and well-being continues to be maintained. Children are learning to keep themselves safe during role play and routines. During role play about 'Fizz, the fire engine' staff talk to children about the dangers of matches and fires. They also learn how to cross the road safely and participate in regular practices to evacuate the premises in an emergency. Children's welfare is maintained because staff are trained in child protection. Consequently, they are confident to record and report concerns in accordance with the Local Safeguarding Children Board procedures.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are very happy and settled within the setting. They show this as they wave happily to their parents as they leave and settle quickly to the activities provided. Staff treat children with kindness and interact effectively with them moving to where the children are playing to support their learning and play. As a result children happily engage in a good range of activities and experiences for sustained periods of time. For example, children are playing in the role play fire station. They wear helmets and pretend to make telephone calls to the fire station. The children ask staff to drive the fire engine. The staff ask the children how to do this and where they are going. Further discussions help children to understand that fire is dangerous. Other children are playing with dolls. They show care for these and use their own experiences to extend their play, they pretend to change the dolls nappy and use phrases such as 'That nappy is disgusting, it's dirty.' They are confident to ask staff for clothes for the dolls and spend time dressing and undressing them.

The staff have a clear knowledge and understanding of the 'Birth to three matters' framework. This is used well to ensure that younger children who attend the crèche receive a range of developmentally appropriate activities and good care. Staff ensure that detailed developmental records are in place for children who attend regularly. Activities and routines for older children effectively consolidate and challenge their prior learning, encouraging them to develop independence and confidence. A lotto game is used to help children identify similarities and differences. Staff take good account of children's interests and encourage them to develop activities independently. This is shown as children decide to make their own lotto game or collage using pictures of transport. All children's care needs are effectively met because practitioners know the children well.

### **Nursery Education**

The quality of teaching and learning is good. Consequently, children are making good progress through the areas of learning in the Foundation Stage. Staff plan an interesting and balanced curriculum and use a good range of teaching methods including focussed activities and free and adult-led play to help children learn. Children learn a range of different skills through the

activities because staff use good questioning to help this. For example, when placing toy bricks into a lorry, staff encourage children to identify colours, talk about size and count how many bricks they use. The planning is adapted to ensure that children's individual learning needs are met. Staff understand the aims of the activities and this helps them to focus children's attention on what they need to learn. Rigorous evaluation of focussed activities means they are adapted accordingly when required. Monitoring and assessment of children's progress begins at induction and is ongoing. This enables staff to clearly identify the children's achievements and next steps in their learning and development. Time and resources are used well to help children with particular needs to participate at their own level. Behaviour is managed well. Consequently, children are focussed and persist in what they are doing.

Children's personal, social and emotional development is good. They clearly understand the routines of the day and sit quietly at register and story time. Children make friends with their peers and happily play with them, sharing and taking turns. Most children are confident speakers in a group and use language effectively to organise their thoughts and explain what they are doing. Children inform the staff that they are making pasta in the play dough and when questioned explain that their mummy makes pasta at home. Children have a range of meaningful opportunities to develop their writing skills. For example, they pretend to make lists and write in the role play areas. Some children are at the early mark making stage while a more able child can write her name independently. Capital and lower case letters are displayed around the room to help children recognise these. However, children do not tend to recognise these because there are staff do not always encourage them to use sounds and letters during daily routines. For example, identifying the initial sound and letter of their name when finding their name cards. More able children are recognising environmental print. This means that they can identify the Sure start name on the tabards worn by the staff. Children enjoy and can re-tell a story using the pictures.

On day of inspection the activity is to paint a large picture of a fire engine with red, black and grey paint. Staff supply the resources for this. However, the children are unable to further develop their independent creativity because some resources are limited. Children enjoy making different noises with the instruments. This is shown as a child bangs an instrument as sings 'la la' as she dances to the beat. Children use mathematical concepts in meaningful contexts. Consequently, they can count and identify numbers. Children can correctly predict long, short, big and little as they make sausage shapes in the play dough. Most children can identify shapes in a game and one child informs staff he is making an oval shape. Children use a range of equipment to help them understand how things work, for example, a hole-punch, calculators and a computer. They can use the computer well to choose a game and are learning to use the mouse/arrow keys to move objects around a maze.

### **Helping children make a positive contribution**

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. The setting cares for children from a diverse range of backgrounds. As a result a number of children do not speak English as their first language. However the staff are effective in ensuring that signs are displayed in a variety of languages and work with parents to learn simple words in the child's own language to support the children's care. Simple sign language is used with children to emphasise and support oral communication. Children learn to respect different cultures and lifestyles found in the wider world in which they live because they participate in a range of festivals throughout the year, cook and taste foods from a range of cultures, observe seasonal

changes and grow seeds. This is supported by a wide range of resources which effectively promote positive images of the wider world in which the children live.

All children are valued and involved in the inclusive setting because good account is taken of the children's individual needs. The provision for children with learning difficulties and/or disabilities is very good. Ongoing assessments of children's progress and close working relationships with other agencies and professionals means that children's particular needs are assessed and appropriate action taken to meet these. Children receive individual support to enable them to access the experiences provided. During stories and singing, children who are unable to take a full part are encouraged to interact at their own developmental level. This means they are not expected to sit down with the rest of the group if this is inappropriate for the child. This is seen as children play in a small ball pool or with specific resources during this time. However, during singing, with instruments staff are observed to include all children by asking them how they would like to play their instrument. As a result children accept that others may have different needs to themselves and react appropriately.

Children are confident and make decisions about their play and personal needs, for example visiting the toilet, choosing activities and resources to support their play. The staff are positive role models for good behaviour and are consistent in managing potentially unacceptable behaviour. Staff ask children not to blow instrument in others ears as this is not nice and encourage them to say sorry when a child becomes upset. Consequently, children show good behaviour as they play harmoniously together most of the time and respond well to instructions and suggestions from staff. Clear rules are used well to help children understand the concept of sharing, being kind to others and taking responsibility for their actions. Children have well-developed self-esteem because they receive consistent praise and encouragement and are treated with respect and kindness. Consequently, they learn to treat others in the same way.

The partnership with parents and carers begins before children attend the playgroup because staff conduct home visits to meet the children and families in their own environment and assess the children's needs. At induction parents receive a comprehensive booklet with clear information about the induction procedure, policies and procedures, Ofsted, and parental involvement. Staff are currently working on ideas to ensure that information for parents of children attending the crèche includes the 'Birth to three matters' framework. Planning and information is available to parents at all times on a notice board and through regular newsletters, informal daily discussions and diaries for younger children. Information is made available to parents and carers who do not read English because the staff ensure that printed materials are available in a range of languages or employ the services of an interpreter. As a result good two-way communication exists to underpin the care of the children.

The partnership with parents and carers is good. An induction period enables parents to be confident that their child is settled. A baseline assessment of children's development and learning includes information from parents. A key worker system works well and ensures that parents have a point of contact to discuss their children's progress and see their development records at any time and parents are invited to attend formal review meetings to discuss the next steps in their children's education. As a result they are kept fully informed of their children's achievements. Staff work closely with parents to set targets for each child to achieve both in the setting and at home. They provide ideas and share resources and books to enable parents to do this. Consequently, parents are actively encouraged to continue their children's learning at home and fully involved in their learning.

## **Organisation**

The organisation is good.

Overall children's needs are met. Staff organise the environment, time and resources well to enable children to access a good range of activities and experiences. As a result children are engaged for sustained periods of time and can re-visit activities to consolidate their prior learning. Children enjoy planned activities, are confident to initiate their own play and learning and can easily access resources and toys to support this. The 'Birth to three matters' framework is used effectively to plan for younger children attending the crèche. Therefore, they receive developmentally appropriate care and activities. Written assessments are completed for children who attend the crèche regularly. Consequently, their achievements and next steps in their development are recognised.

All staff hold appropriate qualifications and are experienced. Consequently, they understand child development and how children learn. Appropriate recruitment and checking of staff means they are suitable to work with children. Criminal Records Bureau checks are updated periodically to ensure that staff remain suitable to work with the children. A comprehensive induction procedure ensures that staff are armed with the information they need to successfully implement the settings policies and procedures. The management shows a commitment to enhancing the professional development of staff by supporting their training. Consequently, children benefit because the service provided is enhanced. Comprehensive policies and procedures are in place. However, there is currently no statement regarding bullying. Therefore, the management of this may be unclear to new staff and parents. The operational plan is effective in practice and underpins the care of the children. Clear documentation about the children is in place and readily available to share with parents and to inform staff of the individual needs of the children. Consequently, these are met.

Leadership and management is good. The management positively influences the good practice by engaging a hands-on style of working. This means they work alongside staff to promote good care and education. As a result the team work effectively together and show a commitment to enhancing the welfare of the children in their care. The management have a clear vision about what they wish to develop in the future and have clear action plans in place to show how this will be achieved. All staff are involved in the planning and assessments of children and the Foundation Stage. Consequently, they can clearly explain the aims of planned activities and provide effective support for children during play. The activities are appropriate to the needs of the children currently attending enabling them to achieve. Children receive equal opportunity to access and participate in all activities ensuring inclusive care and learning in the setting where all children matter

## **Improvements since the last inspection**

At the last inspection the registered person agreed to develop staff awareness and understanding of effective ways to manage children's behaviour during adult-led activities; to ensure children do not have access to the side passage by the children's play area. The registered person has taken the appropriate actions to meet the recommendations. Behaviour is managed consistently and the passage has been made inaccessible to children. Therefore, children show good behaviour and their safety is enhanced.

At the last nursery education inspection the registered person agreed to improve planning and assessments of children's learning; to improve communication with parents; to ensure children have time to re-visit activities to secure their learning. The registered person has taken the

appropriate actions to meet the recommendations. Planning is broad and balanced and regularly assessed to ensure it is effective in promoting children's learning. Key workers communicate with parents through discussions and sharing of records on a regular basis. Focussed activities are available for children to re-visit at will. Therefore, children's learning is promoted and parents are kept informed of their children's progress.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that 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):

- make electrical leads in the sensory room safe or inaccessible to children
- improve the policy for behaviour. This is with regard to a statement concerning bullying.

#### **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 everyday routines to promote children's understanding of sounds and letters
- further develop opportunities for children to independently access resources to develop their own creativity.

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](http://www.ofsted.gov.uk)