

# Wayfield Sure Start Children's Centre

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY331751
<b>Inspection date</b>	03 October 2007
<b>Inspector</b>	Janette Mary White
<b>Setting Address</b>	Wayfield Primary School, Wayfield Road, Chatham, Kent, ME5 0HH
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<b>Registered person</b>	Medway Council
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	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](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

Wayfield Sure Start Children's Centre Nursery opened in 2006 and operates from one large room. There is an additional room for younger children to rest and sleep. The centre comprises of a day nursery including crèche facilities and wrap around care for children attending the Foundation Stage at Wayfield Community Primary. It is situated in Chatham, Kent. A maximum of 33 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 24 children aged from seven months to under five years on roll. Children come from a wide catchment area. The nursery currently supports a number of children with learning difficulties and also supports a number of children who speak English as an additional language. Medway Council oversees the operation of the centre and the centre manager works closely with the school to ensure there is an integrated service. The nursery employs eight staff. All staff, including the manager hold appropriate early years qualifications.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

All children are offered regular drinks. However, there are limited opportunities for them to access drinking water throughout the day. In addition, resources to aid children's independence are not available. For example, drinks for some children are provided in jugs which are too large for them to easily lift by themselves. Children enjoy fresh fruit and vegetables. Lunches take into account of the individual and cultural needs of all children. Very young children are beginning to learn about healthy eating as they sit together and receive support from staff who encourage and help them as they eat. Children are developing because staff follow effective procedures and practices which meet the children's physical, nutritional and health needs. They are becoming aware of good hygiene practices through the daily routine. For example, staff remind them to wipe their nose with tissues and dispose of them in the bin. Staff guide and actively support children as they begin to understand effective hygiene practices. Children are given clear explanations of why washing their hands is important. Labels in the toilets help remind children to use water and soap and staff are on hand to support the children. Children are becoming increasingly independent in their personal care, such as dressing themselves for outdoor play and going to the toilet. Staff wear aprons and use disposable gloves during nappy changes, which helps to protect very young children and babies from cross infection. Children are becoming more confident when seeking help or trying out new skills, such as using the ball pond. Staff enable and promote children to set their own limits within the safe environment. For example, children are excited when playing in the garden with a seesaw, cars and bikes. There are systems in place to record accidents and medication and these are well maintained. Children explore and develop physical control in stimulating outdoor experiences every day. Staff have a competent knowledge of each child's stage of development.

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

The provision is satisfactory.

Children's safety is assessed by using regular risk assessments both inside and outdoors. Staff make adequate use of the security system and monitor visitors to the nursery. There is an evacuation procedure and records are maintained on fire drills. However, these emergency escape procedures are not regularly discussed or practised with the children and staff. Children are closely supervised when playing outside. The play area is enclosed by a fence and gate and outdoor play equipment is checked to ensure it is suitable for children's use. The centre manager and staff have a sound understanding of child protection issues and know what action to take if they have concerns about a child in their care. This ensures staff can act in the child's best interest. However, the child protection policy is not up to date. Children benefit from playing in a spacious organised environment and arrive happy and settle well. They move around freely and play safely. Staff are deployed and appropriately ensure the safety of the children. There are procedures for the safe arrival and departure of children. Children have safe and easy access to a good range of toys and resources appropriate for their age. Storage containers are labelled with words and pictures to ensure younger children have choices. There is a positive range of toys, furniture and equipment that provide varied opportunities for children, such as exploring water and sand or looking at books. Resources are used by staff to ensure the needs of different age groups of children are met. The displays of children's work shows that staff value children's contributions. Children enjoy their play in a safe environment.

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

The provision is good.

Children are stimulated by the activities they are offered. Outdoor play helps to promote physical skills and in the past children have grown plants. However, other learning opportunities are limited as some resources are not displayed in ways to interest or engage all children. Children use a variety of resources to make marks and can easily access resources most of which is labelled with pictures and words. However, these labels do not take account of children learning English as an additional language. Staff capture their interest by asking them questions and encouraging them to participate in activities. For example, water and sand play. Children are interested and enthusiastic in their play, such as string painting, which they extend as they print with their hands. Babies enjoy the benefits of lots of cuddles and close contact with staff and have secure relationships with their key workers. The setting successfully uses Birth to three matters framework and younger children new to the nursery are settled and content, because staff spend lots of time playing and talking with them. Children are developing early communication skills, because staff use routines, such as nappy changes and meal times to engage in warm verbal contact with them. Staff consistently offer support or a cuddle in order to develop the child's confidence and to promote participation in a balanced range of activities. Children have good relationships with others and there are opportunities for quiet activities which help them to develop their listening skills, such as reading stories. They enjoy action songs and rhymes and some activities offer free choice, such as imaginative play and construction. Their development is good and the plans, activities and play opportunities are beginning to develop their physical and social capabilities. The staff have a effective understanding of the range of experience required to enable children to make progress using their senses and creative activities. Children are provided with activities which build on what they know and can already do. Staff use regular evaluations of activities to assess how these might change or be extended for different age groups of children. Staff demonstrate a competent understanding of differentiation to help less or more able children. They promote an awareness of change. For example, they clearly explain to children why they must wear their coats in cold weather.

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

The provision is good.

There is a policy on equality which promotes anti-discriminatory practice for all children. Staff gather some information regarding children's background needs, such as their religion and language, but this does not include basic words in their home language. There are activities, resources and equipment reflecting positive images of equality. Children have daily opportunities to see examples of positive images to develop a balanced view of society. They have access to varied resources, toys and equipment to stimulate their individual development. Children have opportunities to learn about themselves and the world around them through planned activities.

The manager has a reasonable understanding of the complaints process and has implemented a complaints procedure. Displayed for parents are details of how to contact Ofsted. There is a system to log complaints and they have now a system to maintain a complaint summary for parents. Children with learning difficulties are recognised and supported in the setting. Children's observations are used to encourage them to become involved in play. The staff encourage and enables individual progress for children with learning difficulties. Staff effectively support younger children in taking turns and sharing and in building good relationships with other children. The group rules are promoted to enhance children's independence and self help skills.

For example, basic rules are displayed in pictures and words. Sometimes staff use these pictures to promote positive behaviour. Young children attempt to feed themselves and staff encourage them to say 'thank you' as eagerly await their meal at the table. Babies and young children show a sense of belonging as they are regularly affirmed and acknowledged by staff. The staff work in partnership with parent and actively seek their views about their child's needs and interests before the child starts at the setting. They initially follow the patterns for babies established at home.

### **Organisation**

The organisation is satisfactory.

All staff, including the manager hold appropriate early years qualifications. Children are never left alone with unvetted persons. Staff are inducted and are aware of their role and responsibility. Their professional development is discussed during regular appraisals and records identify further training events. This means children's care and safety are promoted. The centre manager has begun to forge links with speech therapists and local health services to deliver and bring together a range of children's services. All records, policies and procedures are in place to ensure the safe management of the nursery and for children's wellbeing. Staff have some understanding of the policies and procedures. Some staff are not fully familiar with all aspects of the child protection process. For example, they are not aware of the procedures for allegations of abuse made against them. In addition, some staff are not aware of the procedures to be followed in the event of a child being lost or an uncollected child. Staffing ratios meet with requirements and children have space to move around and make choices as their play. Recruitment and vetting procedures are sound and meet the regulations. There is a system in place to retain Criminal Records Bureau information. The registration system shows the hours of attendance for children, staff and visitors. All staff are committed towards the continuing improvement of the provision and they have identified areas on their plan of action for improvements. The setting meets the needs of the range of children for whom it provides.

### **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.

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT 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):

- provide more opportunities for children and staff to discuss and practice the emergency evacuation procedures.
- develop staffs knowledge and understanding of the procedures to be followed in the event of a child being lost or a parent failing to collect a child and for allegations of abuse made against a member of staff or a volunteer.

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)