

# Sure Start Ferryhill & Chilton Family Centre

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY281593
<b>Inspection date</b>	12 February 2008
<b>Inspector</b>	Karen Marie Tervit
<b>Setting Address</b>	12 Beaumont Street, Ferryhill, County Durham, DL17 8PH
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<b>Registered person</b>	Sure Start- Ferryhill and Chilton
<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?

SureStart Ferryhill and Chilton Childcare opened in May 2004. It operates from two rooms within the SureStart Ferryhill and Chilton Family Centre. It serves the local and surrounding community of Ferryhill and Chilton.

The facility provides wrap-around care for those children attending the early years unit at the nearby school as well as full and crèche day care for 45 children from birth to 8 years. There are currently 44 children on roll, who attend the setting for a variety of sessions each week day. The setting supports children with learning difficulties and disabilities, as well as children who speak English as an additional language.

The setting is open Monday to Friday 8.00 to 18.00 all year round, except bank holidays. There are currently eight permanent members of staff, working on a full and part-time basis. All staff have relevant childcare qualifications.

The facility receive support from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are beginning to learn the importance of good personal hygiene through well-planned daily routines, for example, hand washing before meals and after visiting the bathroom. They are starting to show an understanding of the need to adopt good personal hygiene practices, and staff provide them with simple explanations as to why this is important to help them to stay healthy. Resources and equipment are regularly cleaned. Stringent toileting and nappy changing procedures are followed. Staff wear disposable gloves and aprons when changing nappies. Babies and very young children are able to sleep in the comfy cots or nests, suitably covered in their own blankets.

Parents are able to provide children with their own healthy packed lunch, which is stored appropriately or they can access the varied menu provided by the setting. Children enjoy varied, well presented healthy meals and snacks, including fresh fruit, vegetables and drinks of milk or water. The setting tries where possible to use locally sourced products. Staff take account of children's individual needs and parents' wishes. Babies are fed according to their personal needs and follow their own daily routine. Information regarding what children have eaten and babies' intake is recorded and shared with parents daily.

Children develop their physical skills through a very good range of indoor and outdoor activities, for example, crawling through tunnels, riding pedal cars and playing with hoops and balls. Outdoor play is very much a feature of the setting, with children accessing the play areas daily, no matter what the weather. They thoroughly enjoy using their sledges on the icy patches or practising their balancing skills on the low beams.

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

The provision is good.

Children are cared for in a warm and welcoming environment where risks have been identified and minimised. Their artwork and photographs are beautifully displayed, giving them a sense of belonging. The indoor space is well organised so that children are able to move around freely and explore their environment. The outdoor play area is very secure and exceptionally well presented to capture children's interest. All children have access to a good range of safe and well-maintained toys and resources that are suitable for their age and stage of development.

The well thought out organisation of the playrooms and resources means that children can move around safely and freely to select toys independently from tables, shelves, trays and baskets, which are stored at child height. Detailed written policies and procedures are followed through by staff to protect and preserve children's well-being, for example, the lost child or uncollected child, and evacuation procedures. Children show an increasing awareness of everyday safety within the nursery.

Children's welfare is very strongly promoted and safeguarded by staff, and they have an extremely thorough understanding of their role and responsibility concerning safeguarding children.

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

The provision is good.

Children thoroughly enjoy their time at the setting and they are mostly settled, happy and enthusiastic to participate in activities. Most staff know the children well, which helps to increase their self-confidence and sense of trust. Staff respond to children's needs appropriately and all children approach staff in a relaxed and comfortable manner to ask for help or to sit with them at the computer. Children's confidence is developed because they are given the opportunity to choose and be independent. They are developing relationships with each other and are learning to share and take turns, such as waiting patiently until the slide is empty or taking turns in playing on the large drum. Children thoroughly enjoy pouring and watching the wheel turn in the water play area or playing outdoors in the garden area as they run and ride their cars through the willow structures and in between the totem poles. They thoroughly enjoy taking their snack outdoors or re enacting the three little pig's story in the play area. Babies practising their walking skills as delight in rolling the large balls or watching the attractive movement of the glitter sticks, all with the gentle support of the staff. Even very young children delight in playing in the sand using the sieves and other exciting materials.

Children enjoy looking at books and eagerly approach staff to have stories read to them. Children are able to relax on the comfortable floor cushions in the book area or be active in one of the playrooms or outdoors according to their individual needs. Staff are aware of the 'Birth to three matters' framework and use this in their planning. They display their 'room stories' effectively. They receive very good support from their advisory teacher who is working closely with them. They use observations of the children's play to help inform children's next steps in learning.

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

The provision is good.

Children develop a positive attitude to others and gain an understanding about the wider world. They learn about the local area as well as the wider world through a variety of interesting activities and resources. They are able to access a variety of resources which promote positive images of diversity on a daily basis. The group has a very positive attitude towards inclusion, with children with learning difficulties and disabilities being very well supported. All children are able to access activities and the setting receives very good support from other professionals to ensure individual needs are well met.

Children behave very well. Staff are calm and consistent in their approach to behaviour management. They use lots of praise for children's efforts, which helps children to learn to manage their own behaviour. Children proudly show other staff the sticker they receive.

A good partnership with parents and carers is beneficial to the continuity of care that the children receive. Various notice boards display information for children, however the parental brochure is not yet complete and children's 'Moving On' files are not always consistently shared. Parents are made to feel welcome and are kept updated on their children's progress through daily verbal discussions. Parents and carers are enthusiastic about the standard of care that their children receive. The Ofsted poster is clearly displayed, in order to ensure that they are aware of whom the regulator is and how to contact them.

## **Organisation**

The organisation is satisfactory.

Policies and procedures are in place to support children's welfare; however these are not always effectively organised to support the good child care practise. Most staff are clear about their roles and responsibilities. All staff have suitable skills and experience to work with children. Space is organised effectively to promote children's welfare and safety. Suitable vetting procedures are in place to ensure that adults are suitable to work with the children and staff not vetted are never left unsupervised with the children.

Attendance records for both staff and children are accurately maintained and the setting's registration certificate is displayed on the notice board. All confidential documentation is stored appropriately. Staffing ratios are very good, a number of agency staff are employed but the registered provider is very proactive in employing the same staff to ensure continuity for the children.

Overall, the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the setting agreed to develop the Child Protection policy to include the procedure to be followed in the event of an allegation being made against a member of staff. There is a detailed child protection policy in place which includes details about what the setting would do in event of an allegation being made against a member of staff. This safeguards the welfare of children.

## **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**

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):

- further develop the information given to parents
- further develop the organisation of the documentation which supports the child care practice.

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)