

Kingsway Children's Centre

Inspection report for early years provision

Unique Reference Number	205736
Inspection date	27 February 2008
Inspector	Jennifer Anne Marsh
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Registered person	The Governing Body of North Lindsey College
Type of inspection	Integrated
Type of care	Full day 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?

Kingsway Children's centre opened in 1985. It is owned by North Lindsey College and operates from the college campus in Scunthorpe. Half the places are for use of students of the college and the remaining 50% for the wider community. Children under three years are accommodated in two units in the main children's centre building with children over three years cared for in an annex located very near by. Each building has a fully enclosed area available for outdoor play.

Registration is for a maximum of 90 children under eight years. There are currently 128 children on roll from five months to five years. This includes 43 children in receipt of early education funding. The setting supports children with learning difficulties and disabilities and supports children with English as an additional language.

The children's centre opens from 08.00 to 18.00 on Monday to Friday, closing for one week at Christmas and on bank holidays. Out of school care is available for children aged four to eight years during school holiday periods.

There are 22 staff working with the children, all of whom have early years qualifications. Many are working towards a degree in childcare and the manager has gained professional status. The setting receives support from a teacher from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children thrive in the care of this setting because their health and well-being is very well supported. For example, children's physical development throughout the nursery is actively promoted. Children regularly enjoy the outdoors. In summer the indoor learning environment is moved outdoors and children move freely between each area. In winter all children wrap up warmly and are excited and motivated to play outdoors. Children develop self confidence in their physical skills as they use a wide range of indoor and outdoor equipment. For example, learning how to roll hoops, kick a ball and crawl through barrels. An active 'fun fit' programme and dance sessions are enjoyed immensely by all the children including babies. This fun session effectively develops children's large muscle skills as they learn to balance, hop, skip and jump to the music and children are rewarded with certificates and badges. During topical activities about their bodies, children learn the effects exercise has to their bodies they listen to their heart beat and learn what makes them feel hot and cold. Children's individual sleep and rest needs are met, when tired the children sleep in cots, prams and on sleep mats.

Children are well nourished; they fully enjoy nutritious snacks and midday meals that include fresh fruit and vegetables, such as apples, oranges and cucumber. Staff work closely with the health authority dietician to ensure the meals provided are wholesome and meet the dietary needs of the children. Children gain an understanding of healthy eating and how this links to their health because they help to plant, water and pick their home-grown produce. Meal and snack times are positive experiences for most of the children. They are mostly relaxed and calm occasions where they learn to eat sociably together, take turns to serve the food and manage their own appetites. Fresh drinking is always readily available in individual bottles and beakers which all children independently access. Staff are vigilant to how much the children are drinking to ensure all children are accessing enough to help maintain their good health.

The risk of cross infection is minimised as the policy for excluding children is effectively implemented and shared with parents. Staff follow hygienic procedures, for example, during nappy changes and when preparing the room for food. Children learn the importance of good hygiene through their daily routine and they know to wash hands before food and after visiting the toilet. They are learning to wipe their own noses and will fetch a tissue to help their friend. After meals children are learning effectively how to care for their teeth. They happily brush their teeth with their individual brush showing them off in the mirror saying 'mine are shiny.'

Comprehensive written policies and procedures work well in practice and ensures children are well cared for should they become ill, or require medical attention.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Staff create a very welcoming environment that fosters children's good care and learning effectively. Children play within interconnecting rooms that are generally well laid out to encourage children's independence and provide them with a good mix of activities to choose

from. Children move confidently around these rooms and soon after arriving are engrossed in their chosen play. Children enjoy play with well maintained toys and equipment that are accessible on carpet areas or tables. A comfortable breast feeding room is available to parents allowing children's needs be continually met. However, the nursery lacks sufficient domestic style furniture for the children to continue normal life experiences and to support their comfort needs whilst they relax or read books.

Children find many areas stimulating, the resources set out provide children with a good choice and encourages children to explore and experiment. Children know where things belong because they are clearly labelled and pictured and this enables them to access what they need and to help tidy away. Children are guided well by staff and are learning through everyday experiences how to handle tools safely such as scissors, staplers and gardening tools. Regular visits to the nursery from the fire department and police help children to gain an awareness of how to keep themselves safe.

Children's safety and security is paramount. The setting has very good security precautions in place to maintain the children's safety which are regularly monitored. These include close circuit television systems around the nursery and careful monitoring of doors to ensure children do not leave unaccompanied. There is an effective system in place to ensure children are safe whilst out walking, this includes a 'walking bus' system where children hold onto a section of rope led by staff. Children play safely indoors as very effective risk assessment and measures to protect children are in place. They are well supervised and there is a good adult child ratio. Accidents are regularly reviewed to identify potential patterns and to ensure equipment and areas of play remain safe for children at all times.

Staff are very well aware of their responsibilities to the children in their care and their well being is safeguarded by staff's good understanding of what to do if they have concerns about a child. The experienced manager ensures the detailed policies work effectively in practice.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the nursery and are happy and settled. Children feel free to explore their environment because they feel secure and have good relationships with staff, in particular the key workers which has a positive impact on their well-being. All children enjoy first hand experiences as they learn through play and discovery. Children build upon their natural curiosity as learners and staff join in to enhance their play where appropriate. All children including babies enjoy sensory experiences as they experiment with foam and glitter. They hide their hands in it, some children are in awe of this experience whilst others shriek holding up their hands with delight. The quality of babies and toddlers learning experiences are enriched as staff implement the 'Birth to three matters' framework. Babies' imaginations and creativity are enhanced when they explore stimulating treasure baskets and are free to crawl and make their own choices from safe storage drawers. Babies and toddlers benefit from lots of cuddles and their developing language is supported through lots of chatter and singing. There is a strong emphasis on ensuring the key worker system works effectively to create attachments with the children which benefits the children's well-being.

Children are developing in confidence and independence and they know their key worker is there to support them. In most cases sessions work well and younger babies interact with older children well within their group. For example, the layout of the room allows the children to watch each other, pass toys to one another and join in activities when appropriate. However,

the organisation of the snack and meal times do not effectively meet all the children's needs because the group is too large and babies become restless whilst waiting for dinner.

Nursery Education

The quality of teaching and learning is good. Children are making very good progress towards the early learning goals because they are supported by staff who have a secure understanding of the Foundation Stage and how to implement it effectively. Children are very self-assured in their play and are eager to try out new experiences. Skilled staff carefully plan children's learning which are often based on the children's interests. Regular observations and weekly written evaluation of activities helps to inform the planning very well to extend the children's learning. Children's individual assessments and observations show what children can do but does not show clearly individual next steps to learning or how more able children will be challenged. Most staff use effective questioning which encourages the children to think for themselves and their responses are always valued.

Staff seize many opportunities for children to learn from first hand experiences. For example, the nursery has recently successfully hatched some eggs and reared chickens. Contact with the farm is being maintained so that the children can watch the chickens grow into hens and how the life-cycle begins again.

Children are stimulated by the provision of resources, such as, cardboard boxes, which sustain the interest of most children for a considerable period of time. The boxes provide many learning opportunities. They make comparisons to the towers they are able to build with wooden bricks and those made of cardboard. Children begin to appreciate size as they pack smaller boxes into larger ones and use mathematical language to describe size. They balance boxes one on top of the other to create towers or telescopes. A number of children working together demonstrate good problem solving skills as they later create a garage with wooden bricks.

Activities are becoming child focussed, rather than being adult led, For example, children's ideas are incorporated when the role play area is turned into a lounge thus allowing the children to become confident decision makers. Children show creativity as they design their own special day cards. They use pencil control to draw round templates and colour within the lines. Children are given the time and opportunity to be independent and learn for themselves. More able children recognise written numerals and count beyond 10.

There is a good balance between children's free choice of activity, as well as small and large group activities. Large group activities are short in duration and involve active participation, so that children do not lose concentration. Children join in with the words and action rhymes, this is made more interesting as children play rhythm clapping games.

Children show a respect for books, carefully studying the pictures as each page is turned. They enjoy listening to stories and afterwards show they were attentive as they answer simple questions. Children recognise their name in print. More able children also recognise the names of their friends. Children mark-make with a purpose in mind and more able children write their names. The constant interaction between staff and children, and the provision of exciting activities stimulates language so that children have very good communication skills. Children use language for thinking and in imaginary play. When playing alongside others engaged in the same theme they negotiate their role. Children form close friendships and this is very evident when watching children who choose to play together for long periods of time in small groups. They are keen to sit next to each other at the computer and to share and take turns. Children

confidently follow simple instructions from staff and pass these instructions to other children about preparing for outdoor play. Children are independent in carrying out activities, they manage their own clothes and are learning to fasten zips, do and undo buttons.

Children benefit from a wide range of resources that increase their understanding of information and communication technology. The use of programmable toys maintains the interest of many children and challenges them to programme and control a sequence of directions to a robot toy. The children benefit from an interactive screen to develop their learning. They play simple interactive games where they play and move items round and display photographs of their activities throughout the day. The children fully enjoy the photographs reminding them of their previous experiences, saying to each other 'that's when it snowed and we played outside'.

Helping children make a positive contribution

The provision is outstanding.

Children's education and well-being is greatly enhanced through effective communication and close working relationships with parents and carers which is outstanding. Parents feel very aware of the educational programme and understand children's profiles are freely available to take home and read. The setting continually seeks the views of parents and values them as the children's most important educators. There are effective channels of communication to discuss children's progress and any concerns. For example, through regular open evenings, evaluations, daily verbal discussion and informative news letters and nursery booklets. Parents comment very positively about the care their children receive and in particular value the careful transition that takes place when children move rooms.

Children are welcomed and feel valued within an inclusive environment where the ethos is 'every child matters'. Aspects of a 'strong child' is effectively implemented as children trust, acquire social confidence and engage in decision making. Staff are exceptionally good at caring for children with additional needs. Staff are proactive in undertaking any extra training such as, lifting and handling and some medical training to ensure the needs of the children are always supported and met. Resources and activities are adapted to ensure all children can learn and play alongside each other within an inclusive environment.

Children have excellent opportunities to learn about the wider world. They develop a respect for nature and are keen to know about the world around. They are enthusiastic gardeners and enjoy planting and growing their own plants and vegetables such as, runner beans, pumpkins and tomatoes. Children are very knowledgeable about the plants and what they need to make them grow. Children benefit from the input from adult learners from the college who regularly visit the nursery to share with the children new skills. For example, caring for animals, gardening and how to make their own soap.

Children show care for one another their social, moral, spiritual and cultural development is fostered. Children with English as an additional language are very well supported as staff learn key words and bi-lingual staff are present to support children and families with communication. The children value their own and other children's back grounds as they enjoy celebrating their own and each others festivals such as Christmas and the festival of Eid. Children are nurtured and cared for by mixed gender staff. They benefit from positive male role models that enhance children's experiences and raise their awareness of role models from an early age.

Children understand and learn acceptable behaviour because staff are consistent and children understand what is expected from them. Children are encouraged to tidy away, take turns and

respect those around them. Staff monitor the children carefully allowing children often to resolve any conflicts between themselves. Staff know when it is appropriate to intervene and encourage children to think about how their behaviour affects their friends.

Organisation

The organisation is good.

The leadership and management is good and this enhances the care and education of the children. The documentation for the smooth running of the nursery is very well organised and meets all regulatory requirements. The managers share their qualifications including an achievement in gaining professional status acting as good role models to staff. They are both actively involved in the care and education of the children and have successfully built up a committed team of staff. Everyone works cohesively to promote the children's welfare to ensure the nursery is a happy and safe environment for children to flourish.

Policies and procedures are very well organised and detailed. The staff are extremely knowledgeable of current regulatory procedures and continue to keep updated with forthcoming changes to effectively meet the children's needs and learning. Most of the children's day is very well organised and allows children to build on their interests through play. However, meal times in the baby room are not always effectively organised.

There are very high expectations of staff and the managers lead by example. Highly skilled staff receive many opportunities to further develop their knowledge through regular training opportunities. Staff are motivated and dedicated to their work with children. They demonstrate good team work and are proud of their achievements having received Steps to quality and Investors in children awards. 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 nursery agreed to improve the children's construction resources. Children now access a wide range of resources including natural materials on a regular basis which enhances the children's creative development.

Complaints since the last inspection

Since 1 April 2004 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.

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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 there is sufficient furniture to assist children in relaxation and to continue normal life experiences
- reorganise the meal time sessions in the baby room to meet the needs of all the children.

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 the children's individual assessments show clearly the next steps in their learning.

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