

Shotton Children's Centre

Inspection report for early years provision

Unique Reference Number	EY332903
Inspection date	11 April 2008
Inspector	Julie Morrison
Setting Address	Children's Centre - Shotton Primary School, Grange Terrace, Shotton Colliery, Durham, DH6 2JP
Telephone number	0191 5265256
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Registered person	Shotton Primary Childcare Limited
Type of inspection	Childcare
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

On the basis of the evidence collected on this inspection:

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

WHAT SORT OF SETTING IS IT?

Shotton Children's Centre was registered in 2006 and is managed by a management group limited by guarantee. The setting operates from the nursery area of the school together with purpose built areas within the centre. Within the centre there are two main rooms and associated facilities. During term time children aged three to five years will be cared for in the school nursery, accessing the children's centre during the school holidays. The setting is open from 08.00 to 18.00 Monday to Friday 51 weeks of the year. There is an enclosed outdoor area.

The children's centre is registered to provide day care for 26 children aged from birth to five years and the nursery is registered for 12 children aged from two to five years. There are currently 15 children on roll aged from four months to five years. The setting supports children with learning difficulties and disabilities. There are currently six members of staff working with the children, all of whom hold an appropriate qualification. The setting serves the local communities.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a warm, clean and welcoming environment where staff ensure that appropriate hygiene procedures are in place. For example, they wash tables after use, wear aprons for changing nappies and encourage children to wash hands after using the toilet. However, children do not consistently wash hands before eating and they do not have access to warm water, this does not promote good hygiene. A clear written policy regarding sick children, and the effective recording of all accidents, medication and emergency consents, promotes children's health and well-being.

Children have suitable opportunities for physical exercise which contributes to their physical health. They play on bikes in the outdoor play area and go for walks to the park. Babies are able to crawl and move around freely to explore their environment. Appropriate procedures are in place for children to sleep, this ensures that they can rest or be active according to their individual needs.

Children have some opportunities to learn about healthy eating as staff provide a range of healthy meals and snacks. Planned activities, such as taste testing encourage children to try new flavours and staff ensure that they consult with parents to ensure that they are aware of any dietary needs. The menu is clearly displayed for all parents to see. Children benefit from access to fresh drinking water, however, water beakers and babies' bottles are not consistently or clearly labelled. This does not prevent cross-infection and does not support the children's good health.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Good procedures are in place to ensure that risks are identified and minimised to keep children safe and secure. For example, staff carry out written risk assessments and ensure that daily checks are done of all areas to ensure that the premises and equipment remain safe for children. Effective procedures, such as covering sockets and placing door handles up high further promotes children's safety. The premises are secure, doors and gates are kept locked and there is a clear procedure for signing visitors in to the setting. The rooms are well laid out to enable children to move around freely and safely to explore their environment. Child-sized storage, shelves and boxes mean that they are able to make independent choices from a wide range of toys which are safe, clean and suitable for the age and stage of development of the children.

Children are well protected as the setting has a good range of written policies and procedures which are understood and implemented by staff. For example, lost and uncollected children, checking sleeping babies and effective fire procedures, including regular fire drills. Children are kept safe on outings as staff ensure that all appropriate consents are in place, they have a high ratio of staff to children, carry first aid kits and contact numbers and always inform a member of staff of where they are going. Children hold staff's hands and staff discuss road safety with them to further promote their safety.

Staff have a good understanding of their roles and responsibilities in relation to child protection, which effectively safeguards children. They have a clear written child protection policy in place and a secure understanding of the signs and symptoms to be aware of.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are confident and enjoy their time at the setting. Daily timetables of activities are clearly displayed on the wall and children participate in a suitable range of child-centred and adult-led activities. For example, babies sit on the floor and play with bottles of sparkling water and play with musical toys. Older children enjoy playing with cars, building blocks or sitting with friends in the story corner independently reading books. All children benefit from good opportunities for creative development, for example, babies enjoy exploring paint and older children have great fun dressing up.

Children are beginning to show confidence and independence as they move around the setting independently and make choices about their learning and play. For example, they get their coats to play outside. Staff interact appropriately with the children, they sit on the floor and sing nursery rhymes with them and take an interest in what they are doing, talking to them about the different animals and praising them as they pour their own breakfast cereal, this encourages children's self-esteem. Staff have a suitable understanding of the 'Birth to three matters' framework and the Foundation Stage. Long and short term plans are in place for all ages of children and children benefit from individual files which include examples of their work. However, evaluations of activities and observations of the children are not consistently completed. This means that staff cannot effectively plan children's next steps in development. Colourful displays of the children's work and photographs help children to feel a sense of belonging to the setting and promote children's self-esteem.

Helping children make a positive contribution

The provision is satisfactory.

Children are happy and settled. They are warmly welcomed by staff and rooms are set up for their arrival. A clear written equal opportunities policy and a key worker system are in place which mean staff are aware of, and able to respond to, individual needs. Children have some opportunities to learn about their local environment as they go for walks to the local park. However, activities and resources to promote children's learning about diversity and different cultures are limited. Staff have some understanding of the needs of children with learning difficulties and disabilities. They have a written special educational needs policy in place, however, they have no named special educational needs coordinator and no records of the needs of children with learning difficulties and disabilities. This does not effectively support meeting the needs of children with learning difficulties and disabilities.

A clear written behaviour policy is in place and staff use age appropriate techniques and regular praise and encouragement to help children to learn right from wrong. For example, distraction is used well with young children and staff set consistent boundaries for all. These are reinforced with gentle reminders, for example, not to run as they may hurt themselves. Children benefit from positive relationships with parents. Staff ensure that they obtain all relevant information from parents in order to meet children's individual needs, for example, likes and dislikes prior to the children starting at the setting. Parents receive an informative handbook which includes information about the centre and some policies and procedures. They make good use of daily care sheets to ensure that parents remain up to date about their child's activities, this promotes continuity of care for the children.

Organisation

The organisation is satisfactory.

Secure recruitment and vetting procedures are in place to ensure that children are well protected and cared for by staff with relevant experience, skills and knowledge. However, the setting does not keep a written, up to date record of training to ensure that staff qualifications remain in date. Space and resources are organised well, this means that children can move around freely and safely to explore their environment and make choices about their learning and play.

Most required documentation is in place and securely stored for easy access and confidentiality. The setting has a comprehensive collection of policies and procedures which are appropriately implemented by staff. Clear attendance records are maintained for staff and children and the setting's registration certificate is clearly displayed for parents to see. All staff have undergone appropriate checks to ensure that they are suitable to work with children, this ensures children's welfare is safeguarded. Overall, the provision meets the needs of the range of the 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 complaint 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 satisfactory. 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):

- promote children's hygiene by ensuring that warm water is available and children consistently wash hands
- ensure children's beakers and babies' bottles are clearly and consistently labelled to reduce the risk of cross infection
- develop procedures to ensure that observations and evaluations of children's activities are consistently recorded

- designate a member of staff as special educational needs coordinator and implement procedures to ensure that children with learning difficulties and disabilities have their individual needs met
- keep an up to date register of staff's training.

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