

Brite Early Years

Inspection report for early years provision

Unique Reference Number	EY320856
Inspection date	25 April 2008
Inspector	Kate Bryan
Setting Address	Brite Centre Library & Resource Centre, Braunstone Avenue, Leicester, LE3 1SE
Telephone number	0116 2292593
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Registered person	Leicester City Council CYP Service
Type of inspection	Integrated
Type of care	Sessional care, Out of School 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.

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?

Brite Early Years is one of several settings run by the Leicester City Council (Children and Young People Service). It opened in 2006 and operates from the Brite Centre in the Braunstone area of Leicester. A maximum of 16 children may attend the setting for sessional care and a play scheme can cater for 40 children. Currently there are 28 children on roll of whom 26 are funded for nursery education. The setting employs four staff, all of whom hold an appropriate early years qualification. The setting receives support from the local education authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean and warm environment. Their health is well promoted and they are protected from the risk of cross-infection as they use liquid soap and hot air dryers to wash their hands. They gain a good understanding of personal hygiene through daily routines and by discussion and topic work about hygiene. All relevant records are in place to ensure children's

health is well promoted and most staff have a first aid qualification. A policy for dealing with sick children also ensures that the health of all children is well maintained.

Children access the outdoor play area daily for fresh air and have access to a good range of equipment which includes a climbing frame, bikes, a slide and a seesaw. Small hand skills are also well promoted as they use equipment such as rolling pins, scissors and a small world hammer and nails.

Children enjoy snacks such as apple, banana, carrots and grapes and water is available for them to access throughout the day. Milk is also available at snack time. Staff sit with children at snack time and talk to them about healthy options. Children also enjoy practical activities, such as making fruit kebabs and vegetable soup, which helps to embed their learning.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are well cared for in an environment which is maintained to keep them safe. This is achieved as staff are careful to allow adequate space for activities and encourage children to be responsible for their own safety. For example, the consequences of running indoors are explained to them so they understand what will happen. Children use good quality equipment and play materials and there are good systems in place to check that they remain safe for them to use, for example, daily checks. They also use the toy library and make selections which increases their confidence and choices. The room is inviting and child-friendly as lots of the children's work is displayed on the walls which makes them feel valued.

Children are kept safe because the premises are secure. This means that children are not able to leave unsupervised and staff closely and effectively monitor access via the front door. Children are protected from the risk of accidental injury because staff supervise them and complete a risk assessment to reduce potential hazards.

Children's welfare is effectively promoted because staff have a clear understanding of their responsibilities regarding child protection. They are fully familiar with the setting's policies and procedures and most have attended training in this area.

Helping children achieve well and enjoy what they do

The provision is good.

Children have many opportunities to foster their imagination and creativity in a wide range of craft activities which include hand painting, drawing on plates and using play dough, they also take home work so parents can share in their achievements. The 'Birth to three matters' framework is used to plan activities for younger children and good observations and assessments ensures they are making progress in this area.

Very warm relationships are in place between the staff and the children which means that children learn in a happy and relaxed atmosphere. Staff know the children as individuals which helps them to settle quickly, this means they are confident to choose activities which interest them. The room is well designed to offer a good range of interesting activities which include the home corner, a mark-making table, a construction table and floor play. Children are also learning to work cooperatively as they roll out play dough and make food from this which they happily share with adults.

Staff spend a lot of time talking to children which encourages them to talk about what interests them, for example, what colour eyes they have. This is especially important for children with learning difficulties and/or disabilities who are continually involved in discussions and other children also spend time talking to them. Staff ensure children receive lots of praise so they feel valued.

Nursery education.

The quality of teaching and learning is good. Children are making good progress in most areas of the Foundation Stage of learning because staff plan activities well and have a clear understanding of what they expect children to learn. Planning covers all areas of learning and is clearly linked to the stepping stones, staff also complete a cluster list to ensure all areas have been covered. Regular observations on focused activities identify children's progress and assessments show what they need to learn next. However, good evaluations of sessions are not used effectively to extend children's individual learning. Topics are used well to link activities so that children's learning is embedded. For example, the topic of the term is living things and growing and this is progressed through the story of the hungry caterpillar, children then make butterfly cakes, grow carrot tops, make vegetable soup and move onto what bodies need to grow. Staff enjoy their work with the children who respond by being engaged and interested in what is around them.

Children are happy at the group and confidently make choices from a good range offered in free play. This includes, the home corner, a book area and sand play. They listen attentively to stories and understand the importance of listening to others in the group. For example, as they participate in group discussions about issues such as the weather. They are also confident to speak in the larger group and staff use phonics to increase their awareness of how words and language work. Children are beginning to mark-make with purpose as they write their names and make patterns in sand. They are also learning to be independent as they put on their shoes and coats and pour drinks for themselves. Staff encourage children to use books which are easily accessible and displayed to reflect topics such as, growing and living things. Children also make their own choices from the book bus and benefit from seeing words displayed around the room.

Children use numbers confidently and many opportunities are taken to count at registration and snack time. They are also developing a good awareness of basic addition and subtraction and they count how many children are chosen as helpers. They also use shapes in practical activities, such as choosing mats to sit on, so their understanding is well promoted. Good opportunities are also taken to extend their use of mathematical language as they measure sand and flour and talk about size and weight. Children are developing an awareness of information technology as they have regular access to programmable toys. However, the computer is not currently in use which means their learning is not promoted as effectively as possible. Children are learning appropriately about their place in the community and the needs of others as they have accessed carer groups in the centre and visited a farm. They are also developing a good awareness of how things grow and change as they grow cress.

Children are creative and have worked with feathers, felt and glitter to make pictures. They also experience a range of textures as they feel cake mixture and play with tin foil, talking about how it feels and the noise it makes. Children have a good repertoire of songs that they choose to sing and use musical instruments to explore rhythm. Exercise is promoted at the group and children go outside daily, however, activities are not structured effectively to ensure they make the most of this opportunity. Children are making good progress in understanding

how their body works and can identify parts, for example, as they sit with their hands on their knees.

Helping children make a positive contribution

The provision is good.

Children with learning difficulties and/or disabilities receive an individual service at the group which ensures their needs are well met. Staff work closely with other professionals, such as speech therapists, to ensure all children make good progress. Inclusion is well promoted as children use equipment, such as an 'Hello' button and use sign language so they all feel involved in the group. However, the policy on special needs is not in line with the Code of Practice 2001 which means parents may not be as well informed as possible about how their child is cared for. A useful equal opportunities policy supports practice at the group. For example, staff learn key words in children's home languages so they can help them feel secure and support their needs. A pictorial timetable is also used so children know what to expect during the day. A good range of festivals are acknowledged, which include Chinese New Year and Diwali so children learn about the wider world well.

Children behave well and respond to staff expectations of them, for example, not to hurt each other. Simple rules are re-enforced at registration so children are treated consistently. Staff praise children constantly so they feel valued and they happily help in routines, such as tidying toys away. This helps them to feel they have made a positive contribution to the group. Children learn to be responsible and to help each other as they are chosen to be the helper of the day and proudly wear badges to show this.

A key worker system is in place so parents always have someone to talk to about their child's day and parents expressed positive comments about the group. Parents receive a good range of written information about the setting which includes newsletters and a Welcome Pack which contains information about policies and procedures. Parents also have the opportunity to be involved in the group and have participated in a mini Olympics and an Easter Bonnet workshop. When the child leaves the group they also receive a scrapbook of work so they have a record of the things their child has enjoyed at the group.

The quality of the partnership with parents and carers is good.

Staff ensure parents can be involved in their child's learning as planning is displayed and six weekly targets are set with them so they can see how their child is progressing. Suggestions to continue helping children's learning at home are also given to parents, for example, counting dinner plates to help with number work. Parents receive a good range of information about the group which includes the six areas of learning. However, they do not see their child's assessments until they are ready to leave the group which means they are not fully informed of their progress in all areas. A baseline assessment is completed with parents so staff can build on children's interests. Children's spiritual, moral, social and cultural development is fostered. Children's personal, social and emotional skills are well supported and they learn effectively about a range of cultures and beliefs. Good behaviour is promoted and children know the rules to follow to ensure the group works well.

Organisation

The organisation is good.

Children's welfare and safety is well maintained because robust recruitment and vetting procedures ensure they are cared for by staff who are cleared and responsible. A clear induction procedure ensures that staff understand the group's policies and procedures and can care for children consistently. The group is well organised to allow children to move around the room safely choosing activities that interest them. Daily use is also made of the outdoor area to promote children's health and physical development.

Staffing levels are good which ensures children have support and are kept safe. This works particularly well for children with learning difficulties and/or disabilities who have one to one support where required. All staff at the group have a childcare qualification and training is well supported and includes first aid, food hygiene, the 'Birth to three matters' framework, the Foundation Stage and positive behaviour management. Most legally required documentation which contributes to children's health, safety and well-being are in place. However, a record is not kept of the hours of children's attendance which means their safety may be compromised.

The quality of leadership and management is good. The leader works alongside staff to ensure that nursery education is delivered appropriately and all staff are involved in planning. This means they know their contribution is valued. The leader can reflect on her practice and has a vision which includes improving the service for children by staff training. Annual appraisals ensure that staff's training needs are met and management show a commitment to ensuring all staff undertake training to continue their professional development. This benefits the children who are cared for by a motivated staff group. Overall, the provision 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.

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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 that the special needs policy is in line with the Code of Practice 2001
- ensure that an accurate record is maintained of children's hours of attendance.

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):

- make sure that evaluations of sessions are used to inform planning for individual children
- promote more opportunities for children to have access to information technology
- make sure that the structure of outdoor sessions promotes children's physical development
- provide opportunities for parents to see their child's assessment record.

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