

Ladywood Sure Start Children's Centre

Inspection report for early years provision

Unique reference number	EY368522
Inspection date	17/09/2008
Inspector	Esther Gray / Jasvinder Kaur

Setting address	9 Plough and Harrow Road, Birmingham, West Midlands, B16 8UR
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Ladywood Sure Start Children's Centre's nursery was registered in 2008. The setting is owned by Birmingham City Council. It is situated in Plough and Harrow Road, in Ladywood, Birmingham. One room is used by the provision for Early Years childcare and education. There is also access to an enclosed play area and further outside facilities in the adjacent school.

A maximum of 24 children may attend the nursery at any one time. There are currently 24 children attending who are within the Early Years Foundation Stage. Of these, 16 children receive funding for early years provision. A wide variety of facilities are offered to the community which includes: open sessions in a 'Play Café, Health Visitors and Midwifery clinics, parenting workshops, language groups, a number of 'Stay and Play' groups, a Toy Library and a wide variety of community services. Some of these are further supported by the provision of a crèche.

The nursery is open each weekday from 09.00 to 15.15 for 50 weeks of the year. The nursery opens five days a week. Sessions are from 09:00 until 12:00 and 13:00 until 15:15. Some sessions are time limited. Children come from within the centre's specified reach area, which are the areas covered by this postal district. The centre currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The setting employs two permanent members of child care staff in addition to the manager and deputy. All of these hold appropriate early years qualifications. The staff are supported by an Early Years Professional and two part-time qualified teachers one of which is an Early Years Professional. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Comprehensive details about each child are successfully collected in close partnership with parents and carers to ensure that all individual needs are well met. The commitment to inclusion, continuous improvement and the schedule of training for staff are key strengths. These contribute significantly to ensuring that the needs of all children are very well met and they get any additional support they need. Children are engaged in play which interests and stimulates them. This means that children make good progress, given their age, ability and starting points. However, not every opportunity in the daily routine is used as effectively as is possible and staff miss some opportunities, for example, in developing learning and physical skills at snack time. Children's welfare is well promoted and security and safety is a high priority.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- promote children's understanding of healthy eating further
- ensure children's skills, knowledge and abilities are further developed across the range of events that routinely occur throughout each session.

The leadership and management of the early years provision

Children are already benefiting from the comprehensive review being undertaken of the operational plan and this is providing an effective self-evaluation document to secure future improvement of the setting. Children independently access well-organised resources in a clean, bright, colourful environment, where they are safe, secure and confident with well trained staff. This also means that they are able to share any worries or concerns they may have with key staff, which ensures children are safeguarded. Staff are confident and well informed about the requirements of the Local Safeguarding Children Board in the protection of children in their care. The evaluation of the setting includes listening carefully to the opinions and needs of the children, parents and carers within the community. Inclusive practice is very well promoted so that all children have their welfare needs met and they achieve as well as they can regardless of background. There are staff who speak more than one language and further singular efforts are made to ensure those with English as an additional language are extremely well supported. Children who have identified learning difficulties and/or disabilities have their needs well met, as staff are trained to follow the Code of Practice. Further outside support is made readily available to support family, staff and children.

The quality and standards of the early years provision

Children make good progress towards the early learning goals. The quality of planning and assessment for individual children is well organised and easy for staff to follow and maintain. This ensures that each child receives an enjoyable and challenging experience across the areas of learning. Given high expectations for their achievement, there are many opportunities for children to develop communication, language, literacy and numeracy in the variety of learning environments created within the room. For example, in the reading corner the cushions are numbered and this allows staff to encourage children to count and recognise number as well as letters whilst reading a story. Within the same area is a space created for quiet contemplation and feelings can be explored with an adult to alleviate frustration or anger or space to retreat to if a child feels unwell or upset in any way. Consequently children's emotional needs are well met and they can develop good self-esteem. Staff enable children to follow their own lines of investigation and exploration, with a balance of adult-led and child-led activities that results in children being active learners, creative and they are beginning to think critically. Well-planned, purposeful play and exploration are provided both in and out of doors at a good pace throughout the session, within the routines of each session. However, staff miss some routine opportunities to encourage children to write for a purpose and develop their appreciation of the benefits of healthy eating. For example, they are not routinely encouraged to put their name on their own art work or regularly develop an understanding of what constitutes healthy choices to provide a healthy diet.

Staff have skilfully programmed a well thought out flexible series of events and activities that children may be enticed to join in with during their play. They record their presence, are assigned a place to keep their possessions, moreover, their opinions are sought at the end of each session and at many intervals throughout their stay. This means they are able to feel valued and confident. There is a wide selection of resources which children can easily independently choose from, all labelled with pictures and words in a variety of languages to ensure all children are able to appreciate what is on offer and also begin to learn about other cultures within the community. Parents are encouraged to stay for open mornings or afternoons and there is a focus on keeping parents well informed and encouraging them to continue with learning strategies and programmes of activity at home. Children's emotional and social skills are well promoted as they are given choice and opportunity to express them, both in a group or in quiet conversation with the key person assigned to them and their family.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.