

Black Women's Resource Centre - Watoto Pre-School

Inspection report for early years provision

Unique reference number	EY367292
Inspection date	20/01/2009
Inspector	Lynn Rodgers
Setting address	139 St Catherine Road, Sheffield, S4 7HJ
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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

The Resource Centre Children's Project nursery opened in 1996 and was re-registered and renamed in 2008 when it moved premises. It is situated in a suburb of Sheffield and is managed by the committee of the nursery. Children from the local area attend the nursery, also those from adjacent areas. A maximum of 56 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 48 weeks of the year. All children share access to secure enclosed outdoor play areas. There are currently 56 children aged from birth to under 5 years on roll, all of which, are in the early years age range. The setting supports children with disabilities and or learning difficulties and for those children who speak English as an additional language. The nursery employs 13 staff, all of the which, including the manager hold appropriate early years qualifications, with some working towards a higher qualification. The setting is registered on the Early Years Register, the compulsory and voluntary Childcare Register and receives support from the local authority.

Overall effectiveness of the early years provision

Children receive a well balanced diet, to encourage healthy eating. and drinking water is readily available, with a system for children to self-serve. Allergies and special diets are recognised and adhered to and there are well established routines for sleep, promoting personnel hygiene skills and nappy changing arrangements. Inclusion of children with learning difficulties and disabilities is excellent, because outside agencies support the staff and children through extended programmes for education and physical development and supply specialised equipment to minimise children's discomfort. Children with English as a second language have access to an enormous range of linguistic skills from a very diverse team of dedicated staff. The staff are exceptional in their bi-lingual skills, and they are fluent in, Creole, Mandarin, Cantonese, Arabic, Urdu, Punjabi, Bengali, Swahili, German, Dutch, Somalia, and also have access to other language interpreters if needed. There are well forged links with local schools, with staff informing them of relevant information as they accompany children into school to ease the transition.

What steps need to be taken to improve provision further?

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

- review the system and resources for sleeping arrangements, particularly in the baby area.

The leadership and management of the early years provision

The system for risk assessment is robust and highlights any areas that require immediate attention. Staff and the person in charge hold relevant qualifications and there is an excellent array of bi-lingual staff who are able to use their expertise of other languages to meet children's individual needs. Recruitment systems are very good, with appropriate methods for selection and interviewing potential candidates. Staff appraisals are regular, with opportunity for them to have their say about training and any other issues. Training is a continuous delivery, from both outside the setting and within. The manager is working towards a BA Honours degree in childhood studies, other staff members are also working towards a higher qualification. Staff are dedicated, keen and want to extend their personnel development. The whole provision reflects the diverse make-up of the community and ensures that children are within an environment that celebrates diversity as an on-going, overarching theme. The planning of children's activities, assessments and monitoring arrangements are very well organised and implemented to ensure the education and care of the children is promoted throughout the setting. Children's details and information regarding their well-being, is recorded and regularly reviewed, through discussions with both parents and the children. There are separate attendance registers for each area and these are kept up-to-date, daily. All staff are fully conversed in administering first aid treatment, with the relevant permission obtained from parents.

Self evaluation has been addressed and welcomed as an excellent way to reflect on the practice. The manager has spent many hours over this and it certainly shows her commitment to the setting, and the welfare of the staff and children. The document is used as an on-going tool to address any weaknesses, build on the strengths of the group and meet the parent's and children's needs. Outcomes for children are prioritised in continued support, teaching methods, and offering a relaxed and caring environment. Staff work together as a dedicated, hard working team and have raised the levels of equality and inclusion through, the employment of a male figure within the setting, re-located delivery service and re-visited the role of the SENCO to ensure children get the support they need and deserve.

There is an excellent exchange of information for parents with staff having many skills and expertise. Parents receive regular information such as, newsletters, open door approach, events and relevant literature. Organised informal days ensure parents have the opportunity to get to know the staff and setting. They have access to childcare courses on the agenda, weekly drop in session, which is led by parents, in terms of their chosen themes. Daily verbal and written communication is passed on to parents during collections and arrivals. All policies and procedures are regularly up-dated and in place. Parents are able to ring anytime if they are concerned or just need a chat about their child. Home learning, is an on-going process, staff will discuss with parents about child development needs, both parties will agree a support plan, to allow continuity between home and the setting. Staff actively support parents and children, and recognise and value their input. Parent questionnaires are an informal way of getting the parents to put forward their ideas, suggestions and dislikes. Links with other settings are

successfully forged and all staff use these times to relay any information across the board.

The quality and standards of the early years provision

The safety and well-being of the children is positively addressed because adults are vigilant, fully supervise the children, maintain adult, child ratios at all times and encourage the children to tidy away. They encourage sharing, taking turns and ensure the children understand right from wrong. Staff set good examples for the children to follow and are positive role models and this in turn helps children to develop an understanding of dangers and how to stay safe. Staff genuinely care about the children's well-being and fully support them at all times. Children's health is promoted well because children are active and understand the benefits of physical play. They have access to suitable outdoor and indoor equipment and resources. The children are encouraged to become independent, self-select from a wide range of toys and materials, which in turn helps them to understand and adopt healthy habits such as good hygiene practices. Daily routines and adult supervision ensure children know how to wash hands and keep themselves clean and comfortable. They are able to make healthy choices about what they eat and drink, because they are provided with a well balanced range of nutritious food.

Children are beginning to make progress towards the early learning goals in relation to their starting points, capabilities and interests, because the staff take time to establish all relevant information from parents, other professionals, and the children themselves. They plan and focus activities around children's preferences as well as the six areas of learning, offering children many opportunities to be active learners. Children are able to be creative and think critically, through a wide range of age appropriate activities and experiences. They are able to work independently or with each other, in small supervised groups, make friends and respect each other. Children respond to the expectations of those who work with them, because staff know the children well, what they are capable of, their levels of understanding and what they like to do. Friendships are formed through communication, helping each other and good behaviour is encouraged, rewarded and acknowledged by all adults. Children are able to make choices and decisions, because they have some say in what they do, and can self-select activities and toys.

Staff encourage the children to make as much progress as they can, by positive encouragement, carefully structured play situations and fun times. They have access to IT and other equipment to encourage key board skills and hand, eye co-ordination. Children show they are developing good habits as active, inquisitive and independent learners, because they are eager to learn, want to take part and have fun. Maths activities show how children are developing collaborative skills and problem solving, by taking part in number games, learning to build and use tape measures and calculators. They have a very good understanding of the wider world, because of the diversity of the different ethnic minorities and families that attend and visit the setting and this is demonstrated through their play and communications.

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?	1
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?	1
How well does the setting work in partnership with parents and others?	1
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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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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

There have been no complaints since registration.

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.