

Hatherton Children's Centre

Inspection report for early years provision

Unique reference number EY380916
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Inspector Shirley Amanda Wilkes

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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 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

Hatherton Children's Centre was registered in 2008. The setting operates on one level and there are facilities for the disabled. All children share access to a secure enclosed outdoor play area.

The setting is open Monday and Thursday day, 11.45 to 15.15, term time only.

A maximum of 36 children may attend at any one time. There are currently 12 children in the early years age group on roll. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The group supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The setting employs three members of staff that work directly with the children.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children settle quickly in the safe, welcoming and inclusive environment. Staff plan a broad range of stimulating and enjoyable activities which promote their learning and development in the Early Years Foundation Stage (EYFS). However, these plans do not clearly record the next steps in children's learning. All aspects of the children's welfare are promoted well because staff implement policies and procedures to safeguard the children. The setting has begun to develop a system to identify strengths and areas for development to improve the quality of the learning, development and care for children.

What steps need to be taken to improve provision further?

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

- develop further the use of assessments to inform planning for the individual child
- develop further the quality and improvement processes to monitor and evaluate the strengths and weaknesses of the provision.

The leadership and management of the early years provision

Children are cared for by well trained staff who are regularly attend courses to improve and update their knowledge. Staff work well together as a team; staff ratios are well maintained and effective contingency arrangements are in place to cover for any absences. An efficient recruitment and induction process is in place. Risk assessments are reviewed regularly and staff efficiently add to these when needed and these are also completed for outings. The centre manager, playgroup manager and staff team are focused on delivering an improving service to children

and parents who use the setting. A system to identify strengths and areas for development to improve the quality of the learning, development and care for children has begun to be developed. All the staff are experienced and all of the staff team hold appropriate early years qualifications. Staff complete short courses and some staff are adding to their qualifications by completing further training. This means that children are cared for by staff with an up-to-date knowledge and understanding of the Early Years Foundation Stage (EYFS). There are robust procedures in place to ensure all staff are suitable to work with children.

Visitors are monitored and only vetted staff have unsupervised access to the children. This means that children are kept safe. Staff keep detailed records on children with learning difficulties and/or disabilities, and competently liaise with outside agencies involved in their care. They follow their advice and ensure that appropriate targets are set for them. Regular fire drills ensure children can be evacuated quickly and safely in the event of an emergency. Children are registered on arrival at the setting, with arrival and departure times recorded.

Children benefit greatly from the good relationships developed with parents and carers, and strong lines of communication ensure information about their general well-being, how they are settling in and what they have been doing is shared well.

The quality and standards of the early years provision

Although at present the setting's effective system of planning does not clearly show how it supports children's individual learning development, there is evidence of this taking place in practice. Staff make regular observations of children and these are used to assess children's future needs and are used as evidence for their records of achievement. They also include photographs and an overview sheet, which enables staff to tell at a glance any areas where children are not achieving as well as in others to assist them in identifying their next steps in learning. These records show that children are making good progress.

Children move freely amongst the activities, making choices and developing play with friends, sharing resources when playing in the water trough and when making play dough and learning the concept of full and empty. Staff are skilled at supporting the children's ideas and imaginations, for example, when using the cardboard boxes outdoors. The varied outdoor areas available to the setting give the children wonderful opportunities to learn and have fun in the fresh air. Well-planned small group projects hold the children's interest, and therefore, they make good progress, for example, when using drain pipes and guttering to roll balls or send boats down with water. They have many opportunities to practise their emergent writing skills in a variety of ways, including using the painting easel and chalks outdoors to draw on the tarmac. Children enjoy circle time and join in using the story-sack animals when following the story 'Animal Boogie'. Children enjoy a variety of creative activities for example creating a mural for the wall with spaghetti painting. There is a well equipped home corner for children to take part in role play activities.

Rigorous hygiene procedures are implemented by staff to prevent the spread of

infection. They act as good role models in their practice, which children observe. Consequently, children are learning to wash and dry their hands before eating and after using the bathroom. Good nappy changing procedures are in place within a separate room to give privacy.

Children's health and well-being are supported effectively as they develop healthy eating habits, with fresh fruit and toast being offered at snack time, with drinks of milk and water offered. Children are able to access drinks freely throughout the session from the water cooler and dispose of cups in the bin provided.

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

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Annex B: the Childcare Register

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

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