

# Brighton Unemployed Centre Families Project Playroom

Inspection report for early years provision

---

<b>Unique reference number</b>	130728
<b>Inspection date</b>	25/02/2009
<b>Inspector</b>	Christine McInally
<b>Setting address</b>	Prior House, 6 Tilbury Place, Brighton, East Sussex, BN2 0GY
<b>Telephone number</b>	01273 671 213
<b>Email</b>	
<b>Type of setting</b>	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 Brighton Unemployed Centre Families Project Playroom (Crèche) opened in 1997. It operates from Brighton Unemployed Centre and is for the sole use of persons attending the centre. The group use two rooms and have access to an outdoor play area. Sessions run from 10.30 to 13.00, Monday through to Friday for 50 weeks of the year. The group also offer three afternoon sessions that run from 13.45 to 15.45 on Monday, Tuesday and Wednesday except during the school summer holidays.

The group is registered for 12 children aged 0 to 8 years. Currently there are 130 children on roll. Children attend for a variety of sessions. Staff support a number of children with English as an additional language. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There is a core team of two staff, who hold appropriate early years qualifications. Two further part-time workers, who are also fully qualified are available for contingency use as required. Four volunteers with child care experience staff each session, with the assistance of one of the core qualified supervisors. There are 30 volunteers involved with the crèche of these eight hold relevant childcare qualifications and five are working towards a qualification.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. Staff have created a safe and welcoming environment for children and their families. Promotion of equality and inclusion is a key strength within the crèche and underlies everything they do. Children's physical and emotional security is well catered for allowing them to play and learn in a relaxed environment. The setting has a high capacity to maintain continuous improvement as they regularly evaluate and make positive improvements to the care that children receive.

## **What steps need to be taken to improve provision further?**

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

- continue to develop the observational skills of staff and volunteers to ensure planning is as responsive to children's needs as possible.

## **The leadership and management of the early years provision**

Children are extremely well supported and encouraged throughout their time in the crèche. The learning environment is well organised with easy access to resources that meet the needs of all children. The management team provide exceedingly clear direction and focus for the crèche's work. Comprehensive policies and

procedures are in place and followed vigilantly by the staff and volunteers to ensure children's welfare is effectively safeguarded and promoted. Careful recruitment and induction procedures ensure that all adults working with the children are both suitable and well prepared for their role. The crèche has a highly effective evaluation system in place which enables them to develop and enhance on their strengths and to improve on any weaknesses identified. When evaluating the care that children receive, staff take an honest approach to their setting as they are keen to improve the care that children receive. The crèche has addressed the recommendations made at the last inspection by updating all policies and procedures and changing the system of registration.

Parents and carers are welcomed warmly at the beginning and end of each session and many go on to volunteer within the crèche. Systems to assess children's progress are effective and the emphasis is on sharing these regularly with parents, positively impacting on children's care, welfare, development and learning. Links with other providers are effective and promote the integration of care. Good systems are in place to observe, assess and record children's achievements. These are tailored to meet the needs of both the children who attend regularly and those who use the crèche as a drop in. The crèche has identified in its self-evaluation the need to further develop the observation skills of staff and volunteers.

Regular risk assessment and the use of the accident records enable staff to identify and address potential dangers quickly. There are written guidelines for safeguarding children and procedures follow the Local Safeguarding Children Board's procedures. All staff and volunteers have attended training on child protection and have a good understanding of the procedures to follow should they have any concerns about a child in their care. This helps to safeguard children from harm.

## **The quality and standards of the early years provision**

Children are very happy and extremely well settled in the crèche. Daily activities are thoughtfully planned taking into account children's individual interests and needs. The learning environment is well presented to help children make good progress towards the early learning goals. There is a balance of child-initiated and adult-led activities, which help children to be active learners. Children feel comfortable in their surroundings and free to express how they feel without fear of reproach. They talk about their emotions and learn about differences in others and to show understanding. Children's individualism is acknowledged positively. The crèche has a lot of experience and an excellent understanding of caring for children's individual needs. Children have extensive opportunities to learn about themselves and the world around them through planned activities and the wide range of resources available to them which reflect diversity. Children enjoy learning to sign and this skill enables even the youngest children to communicate effectively, helping to support their individual needs. They learn about their local environment with trips to the crèche's allotments and by participating in local community events such as the Winter Festival. Children's artwork shows they have access to a range of materials that allow them to express their ideas and feelings. Children develop a very good understanding of number and early calculation. They

recognise shapes and use mathematical language during free play. They learn about capacity while playing with sand and water and filling containers of different sizes. A suitable range of resources are organised in low level boxes to offer children choices and promote independent, active learning. The staff support the children well and get down to their level to engage them in their play. For example, a baby fascinated by pulling open then closing the drawer of the low level storage unit is given good encouragement to put in and take out various objects.

Children enjoy a good range of activities and experiences both indoors and out, which actively contribute to their good health and well-being. For example, daily access to outdoor play, regardless of the weather, ensures children develop physical skills and stay healthy. Children enjoy using the snack bar style system to help themselves to refreshment during the session at a time that suits them. As they eat staff talk to the children and encourage conversation promoting their social development. They are provided with a range of healthy snacks including rice cakes and fresh fruit encouraging them to develop healthy eating practices. Topic work and food tasting activities further enhance children's understanding of healthy foods. Younger children are encouraged to be independent and are supported well by staff as they begin to feed themselves. Children learn to keep safe as they move sensibly around the setting, wash their hands after going to the toilet and before eating, and use and dispose of tissues hygienically. Staff encourage children to take turns, share equipment and appreciate the feelings of others. Children's behaviour is excellent and they respond well to the high expectations and consistently good example of staff in saying 'please' and 'thank you' as appropriate.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
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?	2
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	1
How well are children helped to make a positive contribution?	1
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](http://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
---	-----

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

## **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 made to Ofsted since the last inspection.

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.