

Cygnets Children's Centre

Inspection report for early years provision

Unique reference number EY300796
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Inspector Stacey Sangster

Setting address Egerton Park Children's Centre, Egerton Road, Bexhill on
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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

Description of the setting

Cygnets Children's Centre is a neighbourhood nursery, opened in 2005 and is situated on the park level of the Family Learning Centre in Bexhill. It operates from purpose built premises in Egerton Park Children's Centre, access is via a ramp.

The setting is registered on the Early Years Register. A maximum of 38 children in the early years age group may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

On average there are 80 to 90 children from birth to under five years on roll. The nursery supports children who speak English as an additional language and who have special needs.

The nursery employs 11 staff. Of these, 10 staff members, including the manager hold appropriate early years qualifications. Three staff members are working towards a higher level qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. All children's needs are effectively met because the setting recognise the uniqueness of each child and ensure that no group or individual is disadvantaged. All children make good progress in learning and development given their starting points and their welfare is promoted effectively. The setting has very good links with other childcare professionals, such as family outreach services, health visitors, the early years service, play development service and reception teachers at local schools. Partnerships with these different departments enhance the good quality education and care provided by the setting. Systems for monitoring the quality of the provision and tackling any areas of weakness quickly and efficiently are being effectively developed.

What steps need to be taken to improve provision further?

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

- ensure that individual training is provided for staff from a qualified health professional and that it is specific to the individual child concerned, if the administration of prescription medicines requires technical/medical knowledge
- increase the formal recording of information shared by parents about their children's progress and achievements at home within the assessment of individual children.

The leadership and management of the early years provision

The leadership and management of the setting is very strong. It is effective and impacts positively on how the setting is organised and run. The manager and deputy are supernumerary in relation to the required ratios of adults working with children, however they have a hands-on and very active role within the nursery and this ensures that they have a clear understanding of how the policies and procedures in place, impact on the childcare. Staff are well motivated because they are encouraged to take an active part in developing the systems, policies and procedures which ensure consistency in the running of the nursery. They are actively encouraged to identify ways to improve the service and are included in evaluating, reviewing and updating all of the systems in place. This is helping to develop a strong self evaluation system and as a result all but a minor omission in the medication policy, has been successfully updated and implicated since the introduction of the Early Years Foundation Stage.

Staff have access to good quality training and the management ensure that they have specific non-contact time with the children in order to focus on training effectively. This is in addition to the two days a year when the setting is closed to facilitate whole team training. Staff are deployed efficiently and the effective systems in place for identifying a key worker for each child ensures that from the very beginning of a child's time at the setting, there is a clear and definite link between a specific member of staff and the child's parent/carer. Key workers are responsible for liaising closely with parents and giving extensive feedback, particularly during the settling in period, in written and verbal form, in relation to both the child's care and education.

The arrangements in place, ensure that staff develop a good knowledge of individual needs of each child. The arrangements for parents to share information with the setting are very well established in relation to meeting children's care needs but are not fully incorporated into the systems for recording children's educational progress. As a result the documentation relating to the assessment of children's progress is not as effective as it could be.

Resources are plentiful, they are of good quality and are well maintained. Children have opportunities to choose freely from the whole range of resources and these are attractively displayed at child level, in easy to access displays and storage. Risk assessments are thorough and effective, helping to provide an environment which is safe for both children, staff and visitors.

The setting demonstrate that all staff are committed to striving for improvement and have systems in place to effectively monitor the service and their outcomes, from this they identify clear targets for further improvement. Timescales for addressing issues are realistic and ensure that the best solution to any problems identified, can be achieved. An example of this, is the setting's identification of the need to redevelop the outdoor area, this requires accessing funding and negotiating with neighbouring facilities in order to provide a more usable and

exciting play space for the children. It has become an ongoing project which is being tackled with imagination and enthusiasm by the team as a whole.

The quality and standards of the early years provision

Learning is supported effectively within the setting. Staff provide good role models for children and are skilled at extending their interest and engagement in activities by interacting sensitively and asking open ended questions. These encourage children to think and talk about their observations, ideas and conclusions and personalises their learning experiences.

Routines are flexible to allow for spontaneous responses to unplanned events, such as a snowy day and as such no opportunity is missed to extend children's knowledge and experiences. There is an appropriate balance between adult-led and child-led activities. The development of children's independence is a core strength of the setting. Staff regularly stand back and allow children to attempt tasks for themselves, providing them with demonstrations and verbal guidance in preference to stepping in and doing things for them. The provision of systems such as the self service snack bar, introduces some children, for the first time to the idea that they themselves are increasingly capable of making decisions in relation to their own care. By allowing the children to decide when it is the right time for them to eat and enjoy their food staff demonstrate that they respect the children's differing and individual needs.

The uniqueness of each child is something which is celebrated. All children are valued and the individual achievement celebrated. Artwork displayed around the nursery is presented beautifully whatever the end result. The range of examples demonstrate that children's work at all levels is appreciated and displayed for the enjoyment of all. This helps to develop the children's self-esteem, they respond excitedly if asked to identify something that they have produced and most of the children asked, then go on to point out the art work and creations that they liked, of their friends and peers.

Children with special needs receive high levels of additional support from the committed and well-qualified SENCO. The close working links that the setting has developed with other support agencies ensures that the staff, parents and children are provided with support which enables every child to reach their full potential.

Children's behaviour in this setting is good because they understand the adults expectations of them. Simple 'golden rules' within the nursery give children positive examples of behaviours which are desirable and these are discussed regularly and displayed in written and pictorial format around the nursery. Activities, books, role-play and discussions all give children opportunities to explore and discuss how their behaviour might make themselves or others feel. Staff deal sensitively with incidents of negative behaviour and support children in resolving difficulties amicably. Good manners, being kind, sharing and helping are all highly praised occurrences and are frequently demonstrated by children within the setting.

Children are given good information about how to keep themselves and each other

safe, particularly with regard to hygiene which is supported by the hand washing, and tooth brushing practices within the setting. Staff's enthusiasm and encouragement is infectious and creates an atmosphere where exploring, questioning and investigating are part of everyday play. The children develop many skills which will support them in later life, they are growing into happy inquisitive learners who demonstrate increasing levels of self esteem and self sufficiency as they progress through the setting.

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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