

The Jeanne Saunders Centre

Inspection report for early years provision

Unique reference number	EY306162
Inspection date	23/06/2009
Inspector	Shan Gwendoline Jones
Setting address	31 Palmeira Avenue, Hove, East Sussex, BN3 3GD
Telephone number	01273 294944
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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

The Jeanne Saunders Centre was registered in 2005 and has provided services for children with special needs for many years. It is based in a converted house in central Hove and is managed by Brighton and Hove Council. The building includes seven playrooms including a sensory room, soft play area and small hall. There is a large outdoor area, part of which has an all-weather surface.

Children in their pre-reception year attend from 09:30 to 14:30 and groups run on Monday, Tuesday, Thursday and Friday.

The provision is registered on the Early Years Register to care for a maximum of 20 children at any one time. There are currently 22 children on roll. The nursery provides funded nursery education for three-and four-year-olds. The centre supports children with learning difficulties and disabilities and also supports children who speak English as an additional language. The setting employs 10 staff, eight of whom hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children flourish in the exceptionally well planned environment, where staff plan carefully focused activities to meet each child's individual needs. Provision for children's emotional well-being is excellent. The setting values children's inclusion and is extremely proactive in putting this into practice. A key strength of the setting is the exceptional working relationships established with parents and carers and others promoting a shared understanding of children's individual needs. The setting's professional approach to evaluation and continual improvement ensures that outcomes for children are foremost in everything they do.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to develop the outdoor play area to enhance children's learning and development.

The leadership and management of the early years provision

Children's welfare, learning and development are very well supported by the highly effective leadership and management team. The registered person and senior staff work alongside all colleagues at all levels of the setting ensuring that tasks are shared equally and acting as mentors and role models. Staff receive support and further training via the appraisal system to ensure that they can meet the high expectations placed upon them. The staff team work very closely together and

their commitment to the children is exceptional. All staff have a positive and caring approach towards the children, and consistently dedicate their time to joining in their play.

Children benefit because the setting has excellent systems in place to evaluate their practice. This in turn drives their continuous improvement to enhance outstanding outcomes for every child through effective practice. A detailed self-evaluation is available and used to effectively identify strengths and monitor any areas needing improvement. For example, the setting is currently planning to develop the outdoor learning environment.

The excellent partnership that the centre has with parents and carers contributes significantly to children's well-being. All children and their families are warmly welcomed into the centre and valued for the contribution they make. There are a number of introductions and visits for parents, carers and children prior to children starting at the setting and these give staff invaluable opportunities to discuss each child's specific care and learning needs, and for the child and parents and carers to meet staff members. Good use is made of individual education plans, in partnership with parents and carers, along side external agency support, to ensure that each child is included and their specific need identified and met. Consequently, children's starting points are accurately identified in order for practitioners to help plan next steps in their learning based on their varying abilities.

All of the documentation, policies and procedures required to support children's welfare are in place and are maintained to a very high standard. Staff attend regular training in child protection issues, giving them the knowledge they need to safeguard children from harm and abuse.

The quality and standards of the early years provision

There are very good arrangements to support all children, who have learning difficulties and/or disabilities or who are acquiring English as an additional language. Staff plan activities around children's interests and enthusiasms which mean they are eager to participate. Each child has an individual learning plan, with activities specifically offered to support and extend each child and the effective use of observations to identify future steps for learning or specific needs for each child.

The centre provides a clean and inviting environment for children. The effective use of space and resources enables children to fully engage in their play as they show enthusiasm to learn. They also have great fun as they learn, such as acting out the song of 'we're going on a bear hunt'.

Children are constantly praised for their efforts across the whole of the centre. Children know that their work is valued because staff display it prominently and they take countless photographs which promotes children's confidence and self-esteem. Children enjoy a range of outdoor activities and learn how to control their own bodies and negotiate space. Children develop an awareness of the wider world as they participate in exciting trips to places of interest, such as the airport

and fire station. On the day of the inspection children became excited as they discussed their trip to the farm on the minibus for strawberry picking.

All children are given warmth and care by staff who take an interest in them and their well-being. Staff use positive methods to manage any behavioural difficulties that arise whilst being sensitive to the children's complex needs. Effective procedures and clear documentation is in place for identifying any child at risk of harm. The setting has a good awareness of health and safety issues. Staff really encourage children to behave in ways that are safe for themselves and others.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
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?	1

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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