

# Bligh Sure Start Childrens Centre

Inspection report for early years provision

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<b>Unique reference number</b>	EY379817
<b>Inspection date</b>	20/03/2009
<b>Inspector</b>	Mandy Mooney
<b>Setting address</b>	Bligh Infant School, Bligh Way, ROCHESTER, Kent, ME2 2XJ
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<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).

## **Description of the setting**

Bligh Sure Start Children's Centre opened in 2006 and was re-registered in 2008. It operates from a variety of rooms at Bligh Children's Centre, located in Bligh Infant School, Strood, in the Medway, Kent. The building is situated on ground floor level with ramp access to the main reception and entrance lobby. The provision is registered on the Early Years Register. It provides wrap around care for children from three months to five years. A maximum of 48 children may attend at any one time. Children attend from the local area and wider borough. As well as the day care provided, the centre provides many community resources, including: health visitor drop-ins and baby clinics, midwife consultations, adult counselling, adult learning for key skills, book lending library, stay and play toddler groups, creative play sessions, childminding network groups, respite care, parenting support, speak easy group, toy library, community information cafe, under one's group, baby massage and healthy eating support.

The nursery is open each weekday from 07.30 to 18.00 for 50 weeks of the year. The under three's unit consists of two large open plan play rooms and the Foundation unit consists of a large base room which is integrated into the school's nursery and both areas have free access to separate, large outside spaces.

There are currently 43 children on roll in the early years age group. The centre supports children who speak English as a second language and children with learning difficulties and/or disabilities. The centre employs 21 staff of whom 20 hold appropriate early years qualifications. This includes the childcare co-ordinator who also holds the Early Years Professional Status (EYPS). The setting receives support from the local authority.

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

Overall, the quality of the provision is outstanding. Children receive exceptional support from practitioners who have an extensive knowledge of each child's play preferences and individual stages of development. Practitioners use very effective observation techniques and have developed strong partnerships with parents and others involved in the care of the child. These partnerships assist practitioners in supporting each child and enable children to progress towards their next steps in learning. All children have their learning and welfare needs successfully met. The centre uses a variety of methods to evaluate the service, including a self-evaluation form, appraisals and feedback from parents, practitioners and children. This enables them to ensure the ongoing development and improvement of the provision to continuously meet the individual needs of all children.

## **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 outside play environment

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

Management have a very clear vision for the future and work extremely closely with practitioners to ensure everyone has an opportunity to contribute to ensuring the families using the centre receive an exceptional service. The childcare coordinator is an extremely motivated and dedicated leader and this reflects on the staff team who feel valued and appreciated and able to contribute their ideas to enhancing the quality of the provision. A comprehensive range of policies and procedures support working practices. In depth and relevant documentation is maintained to support children's care and to ensure their needs are known. Children's welfare, care and safety are successfully promoted because practitioners continue to update their professional skills, procedures and care practices through regular training. Everyone involved in the care and education of the children shows a real commitment to providing positive learning experiences and care for the children. The centre has excellent relationships with the school and parents. This ensures the safety and well-being of the children and ensures a smooth transition into the school. Parents spoken to during the inspection are extremely happy with the excellent service given by the centre.

Detailed risk assessments for all areas of the centre are completed so that any hazards are identified and minimised. Extensive self-evaluation is an ongoing feature of the provision and management ensure all users of the centre, both in the day care and community side have an opportunity to contribute ideas and suggestions. All aspects of children's care are discussed with parents and fully supportive systems are in place for the ongoing exchange of information. As a result children's individual needs are identified and efficiently met and inclusion is well promoted. Management and practitioners have a clear understanding of their responsibility to protect children and know how to implement the local safeguarding procedures. This is further reinforced because training in safeguarding is a priority and completed on an annual basis.

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

Children flourish in a bright and welcoming environment. They are making excellent progress with their development because practitioners plan individually for their needs. Key people write focused assessments on the children which are then fed into the following week's planning. As a result, practitioners are able to identify the children's stage of development and provide a range of exciting and challenging experiences to help them move on to the next stage in their learning. This ensures the children's needs are being fully met. Practitioners carry out meaningful spontaneous observational assessments on the children which they use to aid their planning. This ensures all children attend a fully inclusive provision.

Children have access to an excellent range of resources, which they self-select, enhancing their acquisition of independence and decision making skills. All six areas of learning are covered by the resources and activities that are on offer to

the children throughout the day. This ensures children make excellent progress through all areas. Babies have access to an excellent range of heuristic activities, such as treasure baskets and sensory experiences, which ensures they are enhancing their exploration skills with natural resources. Practitioners home in on specific interests. For example, a current favourite for a two year old is animals. The key person for the child has discussed this with others and an area has been created within the room to reflect a jungle, which is attractive and inviting for all children and encourages them to engage with one another. This area is made more exciting as children bring the outdoors in with sand and soil from the outside play area. Children thoroughly enjoy using the well resourced outside play area which is earmarked for further development in the coming year to make it an even more adventurous and exciting place to explore.

A key strength in the provision is the way practitioners encourage children to feel secure and valued in the environment. The walls are adorned with children's work and photographs of their achievements and reflection of their home life. Children are very happy, moving around the centre, approaching adults and children with tales of the day and sharing stories from home. Practitioners are very responsive to children's needs, they know them very well and have developed close and caring relationships with them which contributes to the children being very confident, inquisitive and caring individuals. Babies, in particular, love the close bond with key people in the provision, sharing cuddles and closeness, especially when being fed and being rocked to sleep.

Staff extend children's learning by the language they use with them. They ensure they use open-ended questions which makes the children think about what they are doing. The centre has recently completed an 'I Can' communication accreditation and helps practitioners have a greater awareness of language development and communication issues and helps them understand language in a more in depth way and this in turn helps them focus on how children acquire language and furthermore, identify any potential concerns in a child's language development. Practitioners are excellent role models to the children. They get down to their level and are skilled at knowing when to allow children to initiate their own play and when support may be needed. Children contribute to creating the rules and boundaries and practitioners reinforce these in a consistent and fair way; as a result they are very well behaved.

Children's health is nurtured as practitioners provide healthy and nutritious meals which ensures children thrive. Children enjoy fresh fruit and vegetables on a daily basis and older children access the water fountain in the room independently and babies have their cups on hand. Children's health is further nurtured through daily opportunities to explore the garden outside, which shows children how plants grow and the care needed for them to thrive. All children make use of the outdoor area on a daily basis because the doors are left open and the environment becomes one. Practitioners reinforce the importance of having regular exercise and the effect this has on their bodies. Staff ensure children's health is protected through rigorous hygiene procedures. Children are able to independently wash their hands and staff explain to the children the importance of doing this.

Children's safety is top priority in the centre. Practitioners are vigilant and ensure

they locate themselves in different areas to ensure close supervision. Excellent security systems are in place as you enter the centre, where visitors are identified and asked to sign in and out and security doors ensure unknown individuals cannot access the centre. Practitioners know the health and safety policies in place and management ensure the practices fully reflect this, through regular monitoring, appropriate training and written records. Practitioners attend annual safeguarding training and this ensures their knowledge in the area is current and most importantly, if there is a concern the correct procedures can be followed promptly.

## 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>	1
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?	1
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>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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

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 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 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.