

Surestart Lime Tree Children's Centre

Inspection report for early years provision

Unique reference number	EY338943
Inspection date	10/02/2009
Inspector	Edgar Hastings
Setting address	Heathfield Road, Handsworth, Birmingham, B19 1HJ
Telephone number	0121 675 2530 or 2536
Email	
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 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

Surestart Lime Tree Children's Centre is managed by Birmingham City Council and opened in 2006. It operates from a purpose built building, with disabled access throughout, within the Mayfield School site in the Handsworth area of Birmingham. The centre serves the local area, and offers training for parents, stay and play sessions, crèches, advice and drop in sessions. It has close links with both Mayfield School and Heathfield Primary school which share the same site.

The nursery is open each weekday from 07.30 to 18.00 all year round. It is on the Early Years Register as well as on the compulsory part of the Child Care Register. All children share access to secure enclosed outdoor play areas. There are currently 50 children on roll from age three months to five years. Of these, 26 children receive funding for nursery education. The nursery currently supports a number of children with special educational needs and also supports a number of children who speak English as an additional language. The nursery employs nine qualified staff, of whom three are qualified teachers. In addition, there are nine long-term agency staff, all qualified to Level 3, employed in the nursery.

Overall effectiveness of the early years provision

The overall effectiveness of this nursery is outstanding. The leadership team are clearly focused on providing a stimulating, enjoyable and secure environment that enables children to develop well and make good progress in their learning. This is true for all groups of children, including those with learning difficulties and/or disabilities and those for who English is not their first language. Their needs are very well catered for and they are extremely well integrated into the nursery. The multi-agency service that is available in the centre is used very effectively and provides specialist support to meet the many different needs of the children. Self evaluation is used very well to identify areas for development and there is very good capacity to improve.

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 work with parents so that they may become more involved in and supportive of their children's learning.

The leadership and management of the early years provision

The leadership and management of this nursery is outstanding. The purpose built building opened in 2006, is used very effectively to provide a bright and welcoming learning environment which is well equipped and resourced. The staff work well as a team to ensure a good level of care is provided for all children. The safety of

children is given high priority with very effective security systems in place. Regular risk assessments are carried out and recorded to ensure the safety of premises and equipment. All policies, procedures and records are well documented and meet requirements. All staff are qualified appropriately and are trained in first aid. Regular training is undertaken to further update their knowledge and skills including the Early Years Foundation Stage (EYFS) and in child protection matters. Safeguarding procedures are outstanding due to the high level of training undertaken by all staff and because of the extremely rigorous vetting procedures in place for the employment of all staff.

The setting uses self-evaluation very well and regular audits are carried out to identify areas for improvement in the provision of experiences and activities made for their children. All staff engage in this on-going process and this is ensuring that children make good progress as a consequence. All issues from the previous inspection have been successfully addressed and many other improvements made include considerable training for staff, development of 'key person' role and working towards the 'Healthy Setting Award'.

There are good links with parents and regular opportunities at open days, and other organised events to share information about children's progress and development. Children's 'Learning Journey' progress booklets are always available for parents to view. Information on the notice board keeps parents informed about the daily organisation, and information about the EYFS, whilst letters and termly newsletters notify parents about curriculum topics, events and organisational matters. Recently, the school has begun to work with parents to involve them more in their children's learning so that they may provide additional support to help their progress. The setting has close links with Mayfields School that enables children from the setting to integrate in a variety of activities like music and cooking, use of the soft play and sensory areas. This aids their personal development very well.

The quality and standards of the early years provision

The provision for developing children's learning is good and this helps them make good progress towards achieving the early learning goals. There is a good balance of activities provided to meet all needs and these are planned in line with the EYFS framework. Adults support children's learning well by allowing children to make choices of activities and resources, and by knowing when to intervene or step back to allow the children to engage in the activity for themselves. All adults know their children well and look for opportunities to reinforce their learning in a purposeful way. Children enjoy good relationships with one another, and this helps them in learning to share and to take turns. There was good evidence of this in the outdoor play area where children shared the good quality equipment and tricycles, pedal cars and other wheeled toys. They demonstrated good levels of skill in negotiating the many obstacles that other children were climbing on and over. The safe outdoor play area provides many good opportunities to enjoy physical activities throughout the year, with a canopy to provide protection from the sun. Counting skills are reinforced as children are counted before and after outdoor play, to ensure their security. There is much evidence on show of the development

of creative work and manipulative skills used to produce colourful art and collage work. The use of ICT is also much in evidence and children are mastering the art of mouse control skilfully to navigate their way through a computer program.

The setting is developing a new system for gathering details of what children know and can do at the time of entry, to enable them to plan even more effectively for their early development. There is close monitoring of progress that the children make during their time in the nursery, through careful observations by all key persons. This information is carefully recorded and used to support future planning. The setting is making this information permanently available for parents to view at any time in the nursery, to ensure they can share in the development process of their children.

The welfare of all children is promoted well. Children participate in regular fire drills as part of knowing how to stay safe. Visits from the fire service and St John's Ambulance Service, helps to promote their understanding very well. They are greatly encouraged in healthy eating through the services of a nutritionist who creates their healthy menus for both dinner and tea very well. Shared use of the school hall, playground and other facilities provide very good opportunities for physical activity. Regular hygiene routines are followed.

The children come from a variety of diverse backgrounds and they enjoy playing and working together. They behave well and respond well to their peers, and enjoy good relationships with adults in the setting. This coupled with the good progress they are making in learning will assist them well in the next stage of their education.

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?	2
How well are children safeguarded?	1

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?	1
How well are children helped to be healthy?	1
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

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

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory 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 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.