

B2b+ Project

Inspection report for early years provision

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EY256751

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Inspector

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Setting address

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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).

Description of the setting

The B2b+ Project opened in 1999 and moved to the current premises in 2002. It operates from self contained facilities including two playrooms within the Hendon Health Centre. The premises is located in a residential area of Hendon in Sunderland, Tyne and Wear. The setting is opened 52 weeks of the year, each weekday from 10.00 until 12noon and 13.00 until 15.00, with the exception of Tuesday and Wednesdays when opening hours are 09.30 until 12 noon and 13.00 until 15.00. It provides a city-wide childcare service to support young parents whilst they participate in a variety of activities including education, training, careers advice and parenting classes.

They are registered on the Early years Register for a maximum of 17 children at any one time. There are currently 33 children aged from two weeks to nineteen months on roll.

The nursery employs six staff. All of the staff hold an appropriate early years qualification.

Overall effectiveness of the early years provision

Overall the quality of provision is good. Parents and children are warmly welcomed into an inclusive environment where they are recognised and valued as individuals. Staff understand the benefits of working in partnership with parents and other professionals to meet children's individual needs. Children make good progress towards the early learning goals. The required documentation is in place and the vast majority is very well maintained. Systems to evaluate the service, care and education provided are good and identify most areas for development very well, so as to promote continuous improvement.

What steps need to be taken to improve provision further?

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

- consider establishing a common system as to where staff record information about the identified 'next-step' in each child's learning, so as to support efficient staff practice
- check records to ensure that all risk assessment have been consistently reviewed and ensure that the medication record system preserves confidentiality
- continue to develop self-evaluation processes to further support the continuous improvement of the service, care and education provided.

The leadership and management of the early years provision

Effective recruitment and induction procedures are in place. The ongoing suitability of staff is very well monitored through annual appraisals, regular supervision sessions and weekly team meetings. They benefit from access to regular training and a supportive management team. Staff have a clear understanding of policies and procedures which are used effectively. For example, they understand fully the action to be taken regarding an uncollected child or an accident and to safeguard children. The required documentation is in place and the vast majority is very well maintained. However, the multi-entry style medication record does not preserve confidentiality. Recommendations raised following the previous inspection have been addressed. The assessment of the service, care and education provided is generally very good and identifies areas for development, and action plans are collated. The setting shows commitment to continuous improvement. All staff participate in the process and parents views are obtained through verbal feedback and questionnaires. Staff are vigilant regarding safety and appropriate safety equipment is in place. Students and visitors are screened and closely supervised. Security is very well maintained. Procedures for the collection of children are strict. Staff are deployed effectively and staff to child ratios are very well met. Risk assessment procedures are good. Staff conduct daily risk assessments of playrooms and the outdoor area, and all outings are risk assessed. Detailed records are kept; however, some have not been up-dated accordingly. There are two designated fire wardens. All staff are very familiar with the evacuation procedure. Regular fire drills are completed and recorded.

Strong relationships are forged with parents. An effective induction process ensures that they receive ample information about the services provided and policies and procedures. They are kept very well informed about their children's activities, progress and events of the day. This is done through the use of verbal feedback, daily record sheets, audio messages recorded in electronic books and informative displays, such as, those in respect of the Early Years Foundation Stage (EYFS). Respective parents have access to their children's personal records and information about children's development, including photographs. Parents are actively encouraged to be involved in their child's learning. One morning each week they spend time in nursery taking part in play activities with their children. They are encouraged to support their children's learning at home by mirroring activities. For example, they made play-dough at nursery, which they took home for their children to use. The co-operative relationships between staff and parents has a beneficial impact on children's welfare and learning. Effective links are established with other agencies and professionals, such as, Health Visitors and Speech Therapists to support and nurture children's learning and development.

The quality and standards of the early years provision

Children's admission into the nursery is tailored to meet their individual needs and they settle very well. Staff work very closely with parents to ensure that relevant information about their wishes and their children's needs is recorded. Staff establish a sound understanding of each child's initial requirements and

capabilities. Staff work very well together as a team and are very enthusiastic and highly motivated. They have a good understanding of the EYFS, which they use very well to support their practice. They regularly observe and monitor children and record information about individual children's abilities and progress. However, details of the next-step and learning goal identified for each child is not recorded consistently in the same place by staff. Staff show a genuine interest in what children do and say and respond positively. They make very good use of questions and discussion to stimulate and enhance children's learning. Children benefit from the very good quality interaction and support of staff. For example, staff enthusiastically encourage babies and toddlers to explore cornflour and paint with their hands, and to use their hands and large brushes to make marks on paper. Planning ensures that children have access to a very good variety of age appropriate and purposeful resources and learning experiences. Children are very well supported and challenged by staff and make good progress. Well organised and very well resourced playrooms support children's learning. Child-friendly storage systems allow children to explore freely and self-select resources and activities. This helps nurture their independence and decision making skills. Staff ensure that babies and less mobile children are very well stimulated through the provision of a very good variety of resources, activities and sensory experiences. Support provided for children with learning difficulties or a disability or those who speak English as an additional language is good. Staff liaise with other agencies and professionals and access interpretation services as necessary.

Staff manage children's behaviour effectively. Age appropriate tactics are used in a calm, consistent manner. Children respond positively and their behaviour is very good. Hygiene standards are high. Staff present as positive role models. Regular routines encourage children to adopt suitable hygiene practices. Parents provide their own meals if required. Staff work closely with parents to raise their understanding of healthy eating and give support when weaning babies. Staff ensure children have access to fresh drinking water and healthy snacks. Babies are fed according to their own routine. Parents are informed of their child's food and liquid intake. Children benefit from fresh air and exercise daily. Physical play is catered for indoors and outdoors. A wide range of resources is provided to promote children's physical development. For example, a toddler enjoyed using a slide and shouted 'going' each time they went down the chute. Children are taken on regular outings. They visit local parks and soft-play facilities and go swimming every week.

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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