

Park View Children's Centre

Inspection report for early years provision

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EY380308

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Inspector

Sarah Gilpin

Setting address

Redscope Primary School, Kimberworth Park Road,
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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

Park View Children's Centre was registered in 2008. It operates from a purpose built setting in the grounds of Redscope Junior and Infant School near Rotherham. It is managed by the head teacher of the school. Children are accommodated in one nursery room, which has two areas and adjacent toilet and kitchen facilities, and they have access to an enclosed outdoor area. The children also use the community room for additional activities. The building has disabled access.

The group is registered to care for 21 children in the early years age group. There are currently 43 children on roll who attend for a variety of sessions. The group provides support for children with learning difficulties and disabilities, and for those children who speak English as an additional language. The nursery is open each weekday from 08.00 until 18.00, throughout the year and children come from the local and wider community.

There are six members of staff that work with the children, of whom five hold an appropriate childcare qualification. The setting receives support from the local authority.

Overall effectiveness of the early years provision

The quality of the provision is good. The needs of all children are routinely met because the staff work very closely with them, and have a good understanding of their individual personalities and recognise their uniqueness. The staff ensure that every child in the setting receives the same opportunities to access the range of play experiences and activities provided, and as a result the confident children are making successful progress in their learning. The purpose built environment is safe and secure, and effective procedures mean that children's welfare is promoted. The staff build close partnerships with the parents and carers, and have excellent links with local schools and nurseries. The staff are beginning to reflect on their practice and have identified priorities for development through the process of completing the Ofsted self-evaluation.

What steps need to be taken to improve provision further?

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

- ensure that children's awareness of good hygiene practices is always promoted and provide opportunities for them to manage this aspect of their own personal hygiene with adult support
- continue to develop the existing system of sensitive observational assessment, clearly linking it to the areas of learning and use the information to monitor the children's development and the progress they make over time.

The leadership and management of the early years provision

The management and staff team have a good understanding of the requirements within the Early Years Foundation Stage, which ensures that the policies and procedures in place promote the smooth operation of the setting. For example, comprehensive risk assessments, the system for settling in new children and the clear safety procedures ensure children's welfare is promoted. The children are safeguarded because the staff understand their roles and responsibilities in protecting them. There is an effective system for monitoring children, and clear procedures for liaising with appropriate people should staff need to seek support and advice. The recruitment and vetting process is robust to ensure that staff are not only suitable to work with the children but are very knowledgeable and experienced. Staff undergo an induction and are employed subject to the successful completion of a probationary period.

The setting is well organised to promote the children's independence and ensure that staff can carefully supervise them as they play. The resources are of good quality and set out to be easily and safely accessed. There is an ethos in the setting of continual development and improvement, the provision has only been open for six months and in that time a system of 'tweak of the week', has been introduced to encourage staff to reflect on what they are providing for children and make changes accordingly. In addition, they have begun the process of self-evaluation using the Ofsted form and this has already highlighted some areas for development, such as, behaviour management training and the further enhancement of the observation system.

The setting serves children and families from the local community, and staff liaise closely with the adjacent school staff and alternative care providers to ensure the children enjoy a smooth transitions to the next stage in their learning. In addition, there are regular gatherings for children and their parents who are new to the nursery and school, which promotes positive early relationships. The children's centre is participating in the 'Enable' programme, which is designed to promote the social and emotional development of the children. The partnership with parents and carers are good, they share in the wealth of information, which is displayed and provided for them and when asked parents relate their positive experiences of bringing their children to the setting.

The quality and standards of the early years provision

The children are extremely happy, motivated to explore and excited to play in the nursery. They enjoy warm and affectionate relationships with the adults who work consistently with them. There is a clear key person system in place, where the individual staff are selected on the basis of the connections they forge with new children. Staff have a clear understanding of their roles and responsibilities, and work very well as a team to support the children as they play. There is a successful approach to planning for each child's individual learning needs, which is backed up by staff's secure knowledge of each of the children. They seek detailed information about the child's likes, dislikes and care needs before they enter the setting and

this is used as a basis for planning. Staff complete observations of the children on a regular basis, either of incidental everyday occurrences or focused activities, which contribute to their learning journeys. However, these are not routinely linked to the areas of learning in the framework to provide information for summative assessments of the children's progress.

Children are confident and move around from one area or activity to another. They have the opportunity to access a wide variety of resources that are provided on a continual provision basis, which supports the good progress they make in their learning. Their language development is growing because staff engage them in meaningful conversations about what they are doing, they question the children to extend their learning and to encourage their problem-solving skills. Children show interest in books and turn the pages themselves to see what happens next. They are developing their hand-eye coordination because they build, mould and handle a variety of resources, such as clay, wooden blocks and the metal objects in the treasure basket. Children show they understand how to make marks using paint brushes, pencils and pens and they are eager to talk about what they have created. They are encouraged to share the plate of fresh fruit at snack time, and they are helped to make a choice when they are asked if they would like milk or water. In addition good manners are promoted through the positive role models of the staff team. Children's awareness of good hygiene practices is promoted the majority of the time, although when they eat their snack in the garden they are not encouraged to wash their hands before handling the fruit. The main meals are provided by the school kitchens, and children sit together with staff and share a social time, eating the balanced and nutritious foods. The children help the staff to make pizza and other simple snacks for them to enjoy for their tea. They behave really well given their age and stage of development, they listen to the instructions from staff and follow them carefully. Children's knowledge of the world around them is growing, because they have access to resources that reflect the diversity of society and planned activities that link into the traditions of cultures different to their own. They are prepared for future learning through access to resources that promote their literacy, numeracy and their understanding of how simple equipment, such as calculators and telephones work. Babies physical development is promoted well by staff who encourage them to try and stand up to access the popular water tray, where they enjoy splashing around and exploring the fish and ducks.

The older children enjoy free-flow indoor and outdoor play and when physically able the younger children mix in with the older ones, ably supported by the adults. The outdoor space is very well planned and exceptionally well resourced to provide children with a variety of textures and surfaces, such as tyres for climbing and balancing on, a large covered sand pit with a roof to protect the children from rain and sun and a delightful sensory area. They enjoy planting flowers and potatoes and use equipment, such as, jigsaws, musical instruments, books, pencils and paper for mark-making and clay for moulding in the garden. The large canopy and suitable outdoor clothing means that children can access the outdoors in all weathers, promoting their good health and access to exercise. In addition, when the younger children have their sleep or rest time they can do so in a cot inside or out in the garden. The staff take effective steps to help children learn how to keep safe, for example, they are reminded to take care when riding bikes and playing in

the garden. Additionally routines for fire safety evacuations help to show children how to deal with emergency situations.

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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