

Seascape Sure Start Children's Centre

Inspection report for early years provision

Unique reference number EY386626
Inspection date 08/05/2009
Inspector Vivienne Dempsey

Setting address Ellison Road, Peterlee, Co Durham, SR8 5NJ

Telephone number 01915182900
Email kelly359@btinternet.com
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

Sunshine Day Nursery at Seascope Sure Start Children's Centre opened in 2008. It operates on the site of Seascope School in Peterlee. It is one of three provisions operated by this individual provider. Care is provided from two rooms in a purpose-built building with access and all facilities on the ground floor. A maximum of 30 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00, for 51 weeks of the year. Additional services include wrap around care for children aged up to eight years. Sessional care provides support for parents attending groups within the centre. All children share access to a secure enclosed outdoor play area. Children come from a close catchment area as most of their parents live locally. There are ten staff who work with the children. All members of staff, including the manager, hold appropriate early years qualifications and five members of staff are working towards a higher qualification. The manager and one owner have completed a level 5 leadership and management course. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Staff provide an extremely welcoming, stimulating and enabling environment, where all children are valued and included. A comprehensive range of policies, procedures and records underpin the effective management of the setting. Children's safety and welfare are very well promoted and they make good progress in their learning and development. Enthusiastic staff recognise the value of continuous improvement, which is underpinned by strong partnerships with parents, partners and other agencies to support and promote outcomes for all children.

What steps need to be taken to improve provision further?

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

- continue to develop systems to ensure children receive a challenging learning and development experience tailored to meet their individual needs.

The leadership and management of the early years provision

The staff work very well as a team to promote outcomes for all children. The management team fully support continuous professional development for all staff, which successfully improve the quality of the provision for all children and their families. Good systems are in place for self-evaluation and involves parents, children, partners and outside agencies. Detailed action plans are in place, which highlight areas for improvement, helping to develop the service provided and promoting outcomes for all children. A comprehensive range of policies and procedures are very well implemented by to ensure the safe and efficient

management of the setting.

Partnerships with parents are extremely well established, to ensure parent's requests are met successfully. Staff work closely with other agencies to ensure all children are included, using the Common Assessment Framework (CAF) for children and young people, to identify their individual needs. Plans are then developed to ensure all children are fully supported in their learning and development. Parents have many opportunities to be involved in the setting and are actively encouraged to be partners in children's learning. For example, three monthly meetings give parents the opportunity to discuss their child's learning and development, with their key person and work together to highlight the next steps in children's learning and development.

The premises are secure and rigorous vetting procedures are in place, which help to keep children safe. In-depth risk assessments are in place, enabling children's free movement and independence both indoors and out. Staff have a good understanding of safeguarding children procedures and what to do if they have concerns about a child in their care, helping to protect children from harm and neglect.

The quality and standards of the early years provision

An effective key person system is in place, therefore staff know children well and work closely with parents to ensure children's welfare is fully promoted. Staff provide a stimulating and interesting learning environment, which develops children's thirst for learning. Children have independent access to all areas of the setting both indoors and out, giving them choices about what they do. Good systems are in place to observe and assess children's learning and development and they make good progress towards the early learning goals. However, observations of children's learning and development do not always clearly inform future planning. Therefore, learning and development experiences are not always fully tailored to meet children's individual needs.

All children benefit from direct access between the indoor and the outdoor play areas and confidently move freely between them. The rich and varied environment supports children's learning and development very well. It gives them the confidence to explore and learn in a secure and safe space. Children enjoy developing their building skills, using real bricks and sand to build walls and towers. The 'Children at work' area gives them the opportunity to handle tools and building materials in a safe environment, making learning fun. The setting provides children with water proof clothing so they can access the outdoor area in all weathers, giving the children first-hand contact with weather, seasons and the natural world.

Babies have fun playing with the wide variety of natural resources, promoting their early investigating skills. They also enjoy a wide range of sensory activities, such as, exploring paint, soil and 'smelly' bags. Mark making resources are available to all children both indoors and out and preschool children are encouraged to write their own names independently. This helps to develop children's writing skills.

Children are very well behaved, this is encouraged by the staff who are positive role models and create a calm and positive environment by listening to and praising children.

Toddler and pre-school children serve their own meals, which help promotes children's self-help skills and develops their confidence very well. Staff use daily routines to develop children's understanding of good hygiene practices and children are beginning to understand why they need to wash their hands before meals, 'to get the germs off, so they don't get ill.' Staff encourage the children to behave in ways that are safe for themselves and others, for example, staff talk to children about not running indoors and how to carry scissors safely. This helps to develop their understanding of dangers and how to stay safe.

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?	1
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?	1
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

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