

# Tommy's Children's Centre

Inspection report for early years provision

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<b>Unique reference number</b>	EY271635
<b>Inspection date</b>	11/08/2009
<b>Inspector</b>	Hazel Christine White
<b>Setting address</b>	Parkville Highway, Coventry, West Midlands, CV6 4HZ
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<b>Email</b>	
<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 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Tommies Children's Centre opened in 2006. The setting is privately owned and managed and is part of a chain of settings run by the same provider. It operates from a converted and extended scout hall in the Coventry area of the West Midlands. The nursery is situated on the ground floor and is easily accessible. Provision for school aged children operates from the first floor. There is no lift access to the first floor.

The setting primarily serves the local area in the North East of the City and has strong links with another Children's Centre which is situated in the same area. There is a fully enclosed play area available for outdoor play. Stay and play sessions operate from the nearby Family Centre by peripatetic staff.

The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 160 children on roll, all of whom are within the early years age range. The setting currently supports children with learning difficulties and/or disabilities. The group opens five days a week all year round. Sessions are from 7.30am until 5.45pm. Children are able to attend for a variety of sessions.

The setting employs 23 members of child care staff. Of these, 22 hold appropriate early years qualifications. One member staff has the Early Years Professional Status and two are currently working towards it. Three staff hold relevant childcare degrees and two are qualified to Level 4. The setting receives support from the local authority. A teacher supports the educational provision at the setting and a speech therapist, midwife and health link worker and two family support workers are based at the centre. The centre holds Pre-School Learning Alliance and National Day Nursery Association membership.

## Overall effectiveness of the early years provision

The overall quality of the provision is good. Staff recognise and value the uniqueness of each child and they work exceptionally well with parents to ensure that children's individual needs are successfully met. Children enjoy a varied range of activities and challenging experiences which helps them to make steady progress in their learning and development. Safeguarding arrangements are outstanding which promotes children's significantly. Effective systems for monitoring and evaluating the provision enable the setting to identify areas for continuous improvement.

## What steps need to be taken to improve provision further?

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

- ensure that observations are more consistently used to plan for individual children's learning and development and identify their next steps

- review systems for recording children's daily attendance
- make sure that resources which promote positive images of diversity are more readily available.

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

Children are exceptionally well safeguarded. Robust and vigorous procedures ensure that all adults working with children or having unsupervised access to them are suitable to do so. Comprehensive safeguarding procedures underpin the good practice at the setting and these are implemented effectively by all staff and shared with parents. Annual child protection training is mandatory and fortnightly meetings with multi-agency professionals ensure that any concerns raised are effectively monitored. The manager provides strong leadership and is well supported by the provider. This enables staff to work well together with a common sense of purpose to promote good quality care and learning for all children. Robust recruitment and induction procedures and a clear commitment to ongoing training ensure that children are well cared for by caring and experienced staff. Secure systems are in place to monitor, evaluate and identify priorities for improvement. Regular meetings enable staff to reflect on their practice and identify areas for development. Documentation and records are generally well maintained. However, systems for recording children's daily attendance are not clear. Parents sign their own children in and out of the setting and each room keeps a daily 'tick' sheet to indicate when children are present. These records do not always correspond with one another, which mean that for some children they are not accurately accounted for.

Parents speak highly of the setting and the key workers, who ensure that their child receives a good quality early years experience. The setting has established excellent partnership with parents and carers to ensure that each child's ever changing needs are effectively and continually met. Good written information and verbal feedback ensures parents are informed of their child's progress on a daily basis. Parents are encouraged to share what they know about their child and to be actively involved in their child's learning. For example, they receive comprehensive information about activities they can do at home with their child and resources such as treasure baskets and story sacks are available for families to loan. Noticeboards around the nursery display a wealth of useful information and children's work is attractively displayed. Parents are asked for their suggestions and complete questionnaires. Any ideas or points of view are discussed, evaluated and changes made where it is felt to be in the best interests of the children. Parents' forums are well attended and give parents an opportunity to be involved in decision making. Strong links are fostered with other settings delivering the EYFS to ensure progression and continuity of learning and care.

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

Staff have a good knowledge and understanding of how children learn from first-hand experiences and they use questioning effectively to extend children's learning. They share their observations with each other and ensure that resources

and activities are age and stage appropriate. However, methods used for planning, observation and assessment are still under development and there are inconsistencies in the methods adopted by individual staff. Children's next steps in their learning are not always identified and there is no clear system in place for linking children's individual observations to the daily planning. Consequently, they may not always be fully challenged to reach their full potential.

Children's early writing skills are developing well as they are provided with lots of resources and activities which enable them to make marks. There is a strong emphasis on encouraging children to talk and develop an interest in books. They enjoy 'share and tell' sessions and listen intently to their favourite stories. Children explore their creativity in a range of art and craft activities that stimulate their imagination. They become absorbed in making models from a range of materials which they freely access. For example, making fans from folded paper and designing gifts for their 'dolls birthday' using cardboard boxes, sequins and paint. Children use mathematical language in everyday conversations and in their play. They count heads as they move between indoors and outside and join in action songs that help them to add and subtract. Pre-school children competently use the computer and operate audio equipment and programmable toys with confidence. These simple activities lay the foundations to support the children's future economic well-being.

Babies and young children explore different textures as they make marks in custard, sand, corn flour and jelly. They sing songs, clap their hands to music and use shakers. Toys for very young children are bright and colourful and are made up of different textures. Staff who care for babies have attended various courses which have a positive impact on their care and development. For example, baby massage and baby signing. Young children enjoy plenty of fresh air as they are regularly taken for walks in the local community.

Children are relaxed and confident in a nurturing and caring environment. They show high levels of self-esteem because staff are attentive and value their contributions. Children behave well and respond positively to praise and encouragement. Staff actively work with parents, carers and other agencies to support the needs of children with learning difficulties and/or disabilities. This practice ensures that they are fully included in the life of the setting and are helped to reach their full potential. Children are learning about their own cultures and those of others. Staff value children's home languages and work closely with parents to ensure cultural diversity is embraced and respected. However, resources which show positive images of our multi-cultural society are not readily available which means that children's knowledge and understanding of the wider world are not fully enhanced.

Children are learning about the importance of a varied and nutritious diet. They are provided with nutritious snacks and meals which include lots of fresh fruit and vegetables and these are prepared and cooked daily on the premises. Staff are aware of children's individual dietary requirements and any specific needs are well catered for. Children are cared for in a clean and healthy environment; good hygiene routines followed by staff and children help to prevent cross-infection. The outdoor space is used well for physical activity during the day and is effectively

used to enrich children's learning in all areas. For example, children write shopping lists in the play house and use magnifying glasses to examine insects they find in the soil. The environment is safe and secure and children learn to be safety conscious because they are reminded of the rules that keep them safe. The emergency evacuation procedure is practised regularly to ensure children know what to do and they learn about road safety when they are out and about.

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<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?	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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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met