

# Blenheim Primary School and Children's Centre

Inspection report for early years provision

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<b>Unique reference number</b>	EY388015
<b>Inspection date</b>	27/05/2009
<b>Inspector</b>	Jenny Howell
<b>Setting address</b>	Blenheim Cp School, School Way, LEIGH-ON-SEA, Essex, SS9 4HX
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<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).

## **Description of the setting**

Blenheim Primary School and Children's Centre opened in 2009. It operates from a purpose built children's centre. The centre is accessed via a slope and has disabled toilet facilities. It is situated in Leigh-on-Sea, Essex. The nursery is open each weekday from 07.00 to 19.00 for 51 weeks of the year. All children share access to a secure, enclosed outdoor play area.

The setting is registered on the Early Years Register. A maximum of 68 children may attend the nursery at any one time and there are currently 100 children on roll.

The nursery supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The nursery employs nine members of staff. All hold appropriate early years qualifications and three are working towards higher levels of qualification.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding. The needs of all children are met extremely effectively as staff have an excellent knowledge and understanding of individual children. As a result of high levels of support for individuals, and imaginative play opportunities children make excellent progress in their learning and development. Children's welfare is effectively promoted by diligent and committed staff who follow well-established routines and procedures in order to protect children and ensure their health and safety. Excellent partnerships with parents, professionals and the wider community help to promote high-quality education and care, ensuring that individual children receive the support and learning opportunities they need. Effective plans are in place to bring about continuous improvement through ongoing monitoring and self-evaluation.

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

To further improve the high quality early years provision the registered person should consider:

- developing self-evaluation procedures, in consultation with children, parents and staff, in order to support continuous improvement.

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

A wide range of simple and effective policies and procedures are in place to ensure the smooth and efficient running of the setting. All required records are in place and these are kept up-to-date and accurate on a day-to-day basis. All adults working with children are suitable to do so, with an effective recruitment and vetting process in place in order to safeguard children. All staff hold appropriate

levels of qualification and they are well-supported in developing their skills further by working towards higher levels of qualification and additional training. Staff are deployed very well in order to meet children's needs at all times and effective procedures are in place to cover for staff breaks, holidays and absences.

The setting management team have exceptionally high aspirations for the quality of care and education they provide. All staff have worked together, with effective leadership, to create a welcoming, child-centred and fully inclusive environment. Managers continuously monitor and review the performance and development of the setting and use this information to inform action plans and bring about improvement.

Extremely effective partnerships are fostered with parents and others. Parents are provided with high-quality information about the setting, both in writing and verbally. They also have good opportunities to share what they know about their children and get to know staff well, both through home visits and settling-in conferences. Effective use is made of advice and expertise from external agencies. Staff seek support from the local authority, as well as professionals such as speech therapists and health visitors, to ensure that children and their families receive the support they need.

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

Learning and development are extremely well supported by all adults working with children. The learning environment is organised with great imagination and creativity to create stimulating and engaging spaces for children to play and learn. Indoors, children can choose freely from a wide range of age-appropriate toys and equipment. This helps them to progress and develop according to their individual needs and interests, while sensitive support and intervention from staff ensures that children also make very good progress in all areas of learning. Children also enjoy regular, free access to the outdoor areas to support them in playing and learning in all weathers and through the natural environment.

A high-quality and effective cycle of planning and assessment is in place. This supports staff in focusing on what individual children can do and what learning opportunities they need to be provided with next. As a result of this, learning is highly personalised, with different activities and support carefully tailored to each child's individual learning and development needs. Excellent support is provided for children with additional learning or development needs and this is implemented with staff, parents and other professionals working together as a team.

An excellent balance of child-led and adult-led activities results in children who are active learners, with good investigative and problems solving skills. Very young children enjoy exploring a wide range of smells and textures as they play with jelly, custard, shredded paper or spaghetti, or take a 'texture walk' across their room. They experiment with sound as they bash a saucepan on the floor and develop their physical skills as they scale the climbing frame and whiz down the slide. Older children develop their communication skills as they describe what happens when they blow bubbles, squeeze playdough or mix water with icing sugar. They make

good use of the outdoor environment to learn about the changing weather and seasons, and to extend their learning as they find out what happens if they roll a ball down a drain pipe or jump in a puddle.

Children are cared for in a extremely safe and secure environment. All areas used by children are checked on a daily basis, and simple procedures, such as no shoes in the baby room, help to ensure that children's safety is a priority at all times. All meals and snacks are prepared and served hygienically. All food is healthy and nutritious, with a wide variety of meals provided in line with children's likes, dislikes and dietary needs. Older children are supported in developing good hygiene practices such as washing their own hands before meal time, and younger children's health is promoted as staff follow appropriate nappy changing routines and ensure that toys and equipment are cleaned and sterilised on a regular basis. All staff have undergone training in child protection, which has helped to ensure that they have a very good understanding of how to safeguard children and promote their welfare at all times.

As a result of access to such supportive staff and a highly engaging environment, children are independent, secure, safe and able to play and learn with confidence and enthusiasm.

## 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>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	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>	1
<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?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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