

# Clifton Childrens Centre

Inspection report for early years provision

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<b>Unique reference number</b>	EY375094
<b>Inspection date</b>	14/07/2009
<b>Inspector</b>	Alison Putnar
<b>Setting address</b>	Dovecote Primary School, Greencroft, NOTTINGHAM, NG11 8EY
<b>Telephone number</b>	0115 8762625
<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).

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

Clifton Children's Centre contains a childcare facility named Greenfields and is run by the Greenfields community childcare services, which is a registered charity. The setting is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The centre may care for a maximum of 30 children under the age of five years at any one time and currently have 21 children aged two to three years on roll. The setting operates two sessions a day from 08.45 to 11.45 and 12.30 to 15.30. Children attend part-time throughout the week. The facility is currently operating the two year old pilot scheme and families meet a certain criteria to attend; children must be two years of age. The childcare is provided in one large room with associated facilities of a kitchen, office, staff room, sensory room, laundry and toilets. There are two enclosed outdoor play areas which are fully enclosed, these have grass and hard surfaces. There are four staff working at the setting, the manager and two staff hold qualifications to Level 3, the fourth member of staff is working towards a Level 2 childcare qualification.

## Overall effectiveness of the early years provision

Overall the provision is good. Staff work closely with parents and relevant professionals to ensure that the individual needs of children are met. Information is generally shared verbally and systems for involving parents in supporting their children's developmental progress are emerging. Overall children's safety and welfare is well protected as staff implement secure procedures and supervise children consistently. A range of interesting, age-appropriate activities are provided that help all children to make good progress in their learning. Senior staff have a secure knowledge of the Early Years Foundation Stage (EYFS) and are supporting others in establishing effective methods of assessing and planning for children's progress. Systems for identifying strengths and addressing areas for improvement in the setting are becoming established.

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

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

- expand and review the risk assessments to include all activities and further reduce the likelihood of accidents with particular regard to the use of wheeled toys and the storage of the wooden bricks outdoors
- provide increasing opportunities for staff development in relation to planning and assessment for the Early Years Foundation Stage, ensuring that assessments of children's development are used more effectively to identify next steps for children to work towards across all six areas of learning equally
- improve the two way flow of information with parents with regard to: ensuring that information about the setting's policies, procedures and activities is more readily accessible and expanding methods for sharing details about children's progress, such as documenting parents' views about children's starting points when they first attend and involving them in setting

targets for their children.

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

Effective recruitment procedures ensure that staff have the appropriate skills, qualifications and are suitable to work with children, thus promoting children's safety. An in-depth range of policies and procedures guide staff practice and are implemented effectively to promote children's health and ensure their welfare. Methods for sharing these policies with parents are satisfactory. High staff to child ratios ensure that children are very well supported and helped to make progress. An effective key worker system ensures that good relationships form between individual staff, children and parents, as a result appropriate information is shared and children settle well. A less confident child is offered one-to-one attention and comfort from their key worker and as a result soon begins to enjoy the range of activities provided. Key workers know their children well which means individual needs and wishes are always included. Staff understand the gestures and signs from children with less developed speech and are able to provide for their requests to play with the water.

On the whole a safe environment is created, staff are vigilant about children's safety through close supervision. They help children to learn to keep safe through gentle reminders to use equipment correctly. Risk assessments are completed to further reduce the likelihood of accidents, although, some activities have been overlooked. Staff demonstrate a secure understanding of required procedures in relation to safeguarding children from abuse or neglect. They work closely with parents and other professionals to ensure children's individual needs are met. Close links with teachers at the local nursery ensures a smoother transition as children move up. Staff observe children during play and record aspects of their progress, from this they highlight next steps for children to work towards and plan activities to support these. Whilst children are making good progress, systems to ensure their next steps include all six areas of learning equally, are less well established, potentially missing opportunities to help children reach their full potential. Parents are informed that they can see their child's development records upon request, consideration has been given to improving this process, to ensure all are working together to support children's development. The setting now needs time to implement their ideas.

The staff team work well together and review their daily practice to highlight what went well and areas that could be extended, this demonstrates a positive attitude to continuously improving the setting to further benefit the children. Recently, questionnaires have been used to gain feedback from parents. As a result the setting have already begun to implement some positive improvements; expanding communication through providing newsletters. The setting take advice from relevant professionals in the childcare and education field and again implement positive changes as a result. For example, providing children with a choice of healthy drinks at snack time. The managers of the setting are in the process of completing a formal self-assessment to further extend methods of highlighting strengths and areas for improvement.

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

Children make good progress in their personal, social and emotional development which is highly appropriate for the age of those attending. A welcoming, child-friendly environment is created. Some resources are freely accessible to children, promoting their choice; a group help themselves to more paper and sticky notes at the mark making area to extend their play. They develop a sense of belonging as they select their photographs upon arrival as part of a self-registration and find their place mats at snack time. Behaviour is good and children learn to share and take turns, effectively supported by staff. Clear explanations are given, as a result children understand about expectations for acceptable behaviour, such as, being kind to each other. Their self-esteem is promoted as they receive regular and meaningful praise for their actions.

The outdoor play area is used well to offer wider learning experiences and enables children to benefit from physical exercise and fresh air. Here they develop a range of physical skills using a good variety of equipment. They explore features of the natural world, hunting for bugs and watching butterflies emerge from their chrysalis. Painting, chalking, water and sand activities are provided both inside and outside, enabling children to explore these resources in different contexts. Children are able to freely flow between indoors and outdoors throughout the session, promoting their independent choices and keeping them active and interested. The staff are organised well in the setting, sharing tasks to ensure that the majority of time is spent actively interacting with children, for example, three staff take part in the singing session, whilst one prepares for snack. This level of support and effective use of visual aids including puppets, gestures and sign language, encourages these young children to listen and concentrate. They develop their language skills and creativity as they learn the new songs.

Methods for supporting children's communication and language are in many aspects outstanding. Opportunities are provided for children to listen and speak in larger groups and in one-to-one situations. Staff sensitively repeat back words to children to enable them to hear the correct pronunciations. They use clear and appropriate sentences and ask open-ended questions to expand children's language. Signs, symbols, pictures and photographs are used around the room to support children to operate independently, this is highly effective for those at an early stage of developing language skills or those who speak English as an additional language. The visual signs for the toilet and drink station and children's photographs on their beakers support these young children to indicate their needs. Hygiene is well promoted as children only use their own cup and independently visit the bathroom area for regular hand washing. Staff are skilled at ensuring children's privacy is respected when using the bathroom, whilst still providing appropriate support and ensuring good hygiene routines are followed.

## 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.	3

### 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?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

### 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>	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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## **Annex B: the Childcare Register**

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