

The Schoolgirl Mums' Unit Childcare Provision

Inspection report for early years provision

Unique reference number	509992
Inspection date	22/06/2009
Inspector	Tara Street
Setting address	172-190 Boulevard, Hull, East Yorkshire, HU3 3EL
Telephone number	01482 585203 or 01482 589379
Email	admin@mums.hull.sch.uk
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

The Schoolgirl Mums' Unit Childcare Provision is run by Kingston Upon Hull City Council. It opened in 2001 and operates from rooms within The Boulevard Centre, Kingston upon Hull, East Yorkshire. Education facilities are also based on the site for teenage mums. A maximum of 28 children aged from birth to five years may attend the setting at any one time. However, the children generally stop attending once they reach two years of age. The group is open from 09.30 to 14.45 on Monday, Wednesday and Fridays and from 09.30 to 15.30 on Tuesday and Thursdays, term-time only. Students are required to look after their own children between 12.30 and 13.00.

There are currently 27 children on roll who are within the Early Years Foundation Stage. Children in receipt of funded nursery education are not accepted. The children are cared for in an open-plan room which has separate areas for babies and toddlers as well as an enclosed outdoor play area. The setting supports children with learning difficulties and/or disabilities. The provision is registered by Ofsted on the Early Years Register.

There are seven permanent members of staff, including the manager, who work directly with the children. Six of the staff hold appropriate level 3 early years qualifications and one is currently working towards a recognised qualification.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children engage in a varied and stimulating range of experiences. They are supported well by enthusiastic and friendly staff who ensure that children's individual needs are met. A very safe and welcoming environment is created to ensure all children are happy and enjoy themselves as they play and learn. There are excellent relationships between staff, parents and carers, and the welfare of the children is promoted to a high standard. The setting uses self-evaluation and review procedures very well to ensure their service is continually improving and meeting the needs of the current service users.

What steps need to be taken to improve provision further?

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

- continue to develop the use of the outside play area so that it includes more opportunities for children to investigate and explore the natural world.

To fully meet the specific requirements of the EYFS, the registered person must:

- maintain a record of identified aspects of the environment that need to be checked on a regular basis, including when and by whom they have been

27/06/2009

checked (Suitable premises, environment and equipment).

The leadership and management of the early years provision

The manager leads by example. She has a very good understanding of how young children learn best and of how to plan learning opportunities and organise the setting so that children are happy, well cared for and make good progress. Staff are very well supported in their continuing professional development and attend regular training which has a positive impact on children's welfare, enjoyment and learning. The management of the setting has a clear vision for the provision and demonstrate a strong commitment to further development and promotion of all outcomes for children. Management involve others when reflecting on practice and carry out detailed self-evaluation. Previous recommendations have been met and the provision continually sets and meets its own targets. Most records required for safe and efficient management of the provision are well maintained. Regular risk assessments and daily visual checks are carried out on both the indoor and outdoor areas, to help minimise risks to children. However, no record is maintained of these regular checks or when and by whom they have been made, which is a requirement of the Early Years Foundation Stage. Staff protect children from harm as they clearly understand their role in child protection and are able to put appropriate procedures into practice when necessary.

Partnerships with parents and other early years professionals are excellent. Parents access a wide range of information regarding their child's welfare, learning and development. For example, noticeboards, daily discussions and diaries, photographs and planning. They meaningfully contribute to their child's individual 'Learning journey' record, which means they are fully aware of the range of activities children enjoy and of their achievements. Through working purposefully together and by sharing and exchanging information from the beginning, consistency and continuity are promoted for children. These are further supported as the setting also provides advice and training to support new mums. For example, staff guide mums on how to safely sterilise equipment, bath a baby and on how to handle the 'terrible twos'. Inclusion of children with a range of individual needs is effectively managed. The setting has developed highly effective liaison with support agencies and other early years professionals to ensure children receive the support they need.

The quality and standards of the early years provision

Good quality individualised planning ensures that each child receives an enjoyable and challenging experience across the areas of learning. The learning environment effectively supports children's progress towards the early learning goals. Daily routines have been carefully considered to make best use of space as the majority of the children are aged two and under. The thorough planning values all areas of learning equally whether they are to be experienced indoors or outdoors. The setting's self-evaluation of its outdoor learning area has indicated that although

already used well, it is predominantly man-made and on one level. This limits opportunities for children to further develop their learning through the experience of the natural world. Children of all ages are competent in communicating through gestures, speaking and listening. Children's individual interests are built on, as staff provide good opportunities for them to develop their creative and writing skills. Babies and young children enjoy finger painting and making marks in materials, such as sand. They also experience many sights, textures and sounds as they enjoy 'touch and feel' boards and various objects in the water trays. Staff read books to the youngest child and their good story telling skills means that all children become engrossed in story time. The environment is rich in resources which enhance children's knowledge and development of numbers and problem solving. For example, they are able to freely access shape sorting, threading and counting games. They also enjoy baking activities and number songs and rhymes which enable them to learn, experiment and practise their skills with growing confidence. Staff are actively engaged in children's play and are skilled in supporting and extending children's learning through using effective questioning and discussion techniques. This encourages children to think critically and make connections in their learning. Observations and assessment systems are highly effective and used well to ensure that children achieve as much as they can in relation to their starting points and capabilities.

Children's health and well-being are given high priority and are exceptionally well promoted by the setting through the sickness policy, cleaning routines and balanced menu. A very good system is in place for the receipt of babies' feeding bottles from the mums. These are clearly labelled and previous and next feeds recorded. Staff regularly talk to the children about why they need to exercise, wash their hands and brush their teeth after meals. Although the children are very young, this all contributes to developing children's understanding of the importance of physical activity and making healthy choices. Staff are excellent role models with a consistent, positive approach. As a result, children behave outstandingly well for their ages and demonstrate a remarkable ability to cooperate and take turns.

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?	1
How well are children helped to enjoy and achieve?	2
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?	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

