

Beacon Heath Children's Centre

Inspection report for early years provision

Unique reference number EY361507
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Inspector Lorraine Sparey

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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

Beacon Heath Children's Centre was registered in 2007. It is situated in the Beacon Heath area of Exeter and is managed by the Action For Children. It provides a range of services to support families living in the local area.

A maximum of 25 children may attend the nursery at any one time. The crèche is open whenever required to support the activities of the centre throughout the year. A Nurture Group runs during term time on Thursday mornings for children in the term before they are due to start nursery school. The group uses a large play area with adjoining soft play room, and a sensory room. Children have access to an enclosed garden for outdoor play. All the various groups and nursery are staffed by six members of the early years team including a qualified teacher and three additional out reach family support workers.

The Children's Centre is registered on the Early Years Register and both parts of the compulsory and voluntary Childcare Register. It is registered for a maximum of 25 children aged under eight years, of these all may be in the early years age group. There are currently 694 children on roll, all of whom are in the early years age group and attend at different times depending on their family's requirements.

On the day of the inspection there were no children present.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Evidence demonstrates that children participate in a broad range of quality activities and play opportunities. Documentation confirms that their individual needs are effectively met at all times. The centre staff develop good relationships with parents and other agencies to ensure that children's health, safety and well-being is successfully promoted. The management and staff have devised effective procedures to monitor and evaluate all aspects of the provision to ensure positive outcomes for 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 share information with parents that maintains confidentiality
- continue to review the policies and procedures to ensure they reflect the correct information in line with the organisational name.

The leadership and management of the early years provision

Management and staff demonstrate a commitment to ensuring that all staff have positive relationships with parents and carers. For example, working together to

enhance children's learning. Parents complete initial forms detailing their children's individual needs and interests. Staff work closely with them and at times use video evidence to enable parents to reinforce children's learning at home. Each child has their own learning journey file. These include written observations and photographic evidence linked to the areas of learning, and the next steps in their development. Staff have informal discussions with parents to relay information about the day's events. In addition they also put post it notes on the playroom door. However, this practice does not fully respect confidentiality as they can be read by others. The children's centre staff have developed excellent links with other early years settings that children may attend and on occasions exchange staff to provide consistency for the children.

Management and staff have devised effective procedures to monitor and evaluate the whole provision this includes completing a self-evaluation form, randomly sampling children's learning journey records and regular staff meetings. Parent and staff questionnaires are used to evaluate the practice and staff engage the children in evaluating the activities. Through discussion with staff and viewing documentation it is apparent that all staff are clear on their roles and responsibilities. They have good opportunities to access training and feel well supported by management and the organisation Action for Children.

Through discussion with management and staff and viewing documentation such as risk assessments it is clear that children are safeguarded from harm and neglect. Staff show a clear understanding of the organisation's safeguarding policies and procedures. They demonstrate clear knowledge of signs and symptoms of potential abuse and effective procedures to follow in the event of a concern being raised. Comprehensive documentation is used to support children's health, safety and well-being. A range of policies and procedures are shared with parents and new staff as part of their induction. The policies are reviewed on a regular basis, however, some of the information contained in them reflect the old organisation name rather than Action for Children.

The quality and standards of the early years provision

Through discussion with staff and viewing children's learning journey records and video evidence it is apparent that children participate in a broad range of quality activities. Staff ensure that the environment is welcoming and accessible to all children. They create various areas within the play room to support children's all-round development and learning.

Staff plan activities and play opportunities specifically to meet individual children's needs. Although children did not attend on the day of the inspection, due to a cancellation. Staff had specifically planned for those children who were expected, clearly knowing their individual needs well.

Children can freely move between the play room, soft play room and exceptionally well resourced outdoor area. Staff offer good levels of support in all areas to ensure children make maximum progress in their development.

Staff demonstrate good knowledge and understanding of the Early Years Foundation Stage (EYFS) framework. The centre has a qualified teacher who oversees the educational programmes. Staff use a variety of teaching methods to help children develop and learn. Learning records demonstrate that given their starting points children are making good progress.

Through discussion with staff it was evident that children learn about healthy lifestyles and how to keep themselves safe through discussion, themes and projects. Children are encouraged to develop an understanding of right from wrong and respect the needs of others. Excellent wall displays of photographs and posters portray positive images of all aspects of our diverse society.

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?	2
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?	2
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

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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