

Bell Green Surestart

Inspection report for early years provision

Unique reference number EY290730
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Inspector Adelaide Griffith

Setting address Bell Green Under Eights, Roseberry Avenue, Coventry,
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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).

Description of the setting

Bell Green Sure Start opened in 2004. The nursery/early years unit operates from three large rooms in a purpose-built building. The centre is situated in Bell Green in the north east area of Coventry. The centre is open each weekday from 08.00 to 18.00 for 50 weeks of the year except for the last week in August and Christmas week. It is also closed on bank holidays. Children have access to an enclosed area.

The nursery/setting is registered on the Early Years Register. A maximum of 45 children may attend the setting at any one time. There are currently 50 children aged from 11 months to under five years on roll, some in part-time places. The setting supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

There are 13 members of staff, all of whom hold appropriate early years qualifications to at least NVQ Level 3. The nursery receives support from the centre teacher and the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Staff know the children well and this ensures that they successfully provide for their welfare and development needs. Children are cared for in a welcoming, child-centred environment where they enjoy learning and they are making substantial progress. Key strengths of the setting include a cohesive team that works together closely to meet children's diverse needs and there is an ethos of promoting children's self-concept. The partnership with parents, the local schools and other agencies contribute superbly to ensuring that all children's needs are met. Consistent self-evaluation by the manager and staff ensure that priorities for future development are identified and acted upon at the earliest opportunity in order to provide a service that is consistently responsive to its users.

What steps need to be taken to improve provision further?

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

- take steps to increase the availability of resources that help children to learn about disability more effectively.

The leadership and management of the early years provision

The manager and her deputy support staff extremely well and this ensures that all are focused on promoting children's development fully. The setting runs smoothly on a daily basis due to the contribution from all team members. Resources including extended services delivered by other agencies are used successfully for

the benefit of the children. Rigorous vetting and recruitment procedures ensure that adults are suitable to work with children and staff development is actively encouraged to maintain a high level of expertise that promotes children's confidence.

Staff have made improvements in relation to education, for instance, by taking children to other facilities in the centre to participate in extra sessions such as dancing and yoga and routines have been changed to meet the needs of children. The manager and staff are keen to improve the service offered. Consequently, reviews carried out by staff feed into the manager's evaluation of the setting in collaboration with other agencies such as local authority personnel. The manager and staff have identified plans to set aside specific time to give parents and families additional support and to carry out home visits before children start to attend. The staff demonstrate the capacity to make necessary improvements by addressing the recommendations from the last inspection effectively.

Children's welfare is extensively addressed and their safety is ensured due to effective risk assessments. They are competently safeguarded due to staff's clear knowledge and understanding of child protection issues. Children's individual needs are met because staff are sensitive to their specific requirements. For this reason they have implemented initiatives that focus on developing children's social, emotional and interpersonal skills significantly. There are well established relationships with parents and this supports children's learning immensely. The partnership working with other providers eases children's transition into those settings considerably.

The quality and standards of the early years provision

Children are making considerable progress in the Early Years Foundation Stage due to the staff's enthusiasm in providing stimulating activities. They are committed to developing children's potential and support learning by consistently making links with previous experiences. For example, they have recreated a cockpit and have used charts and labels that simulate airline information in order to recall a recent visit to the airport. In addition, staff extend children learning by incorporating a travel agent with related resources. Learning is fun in the setting where an imaginative outside play facility helps children to explore different materials such as soil, sand, pebbles and a waft of fragrances from the herb garden.

Children learn holistically because routine and activities are consistently used to stimulate interest. They enjoy banging on instruments whilst singing songs that promote numbers skills. Books are available at children's level to reinforce images in the rooms, for instance, books on art are accessible in the creative area. Equally, children have opportunities to note the similarities between plants, fish and natural materials by identifying images in those books that are set out for that purpose. The environment is extremely well-resourced and this encourages children to take the lead in most activities. Even within adult-led activities, children are given the opportunities to make choices.

Staff frequently make observational assessments of children and use the

information gained to plan for group activities and for children individually. Challenges are included appropriately to move children on to the next stage. For instance, older babies who walk confidently are encouraged to try new experiences such as accessing resources that promote climbing. Activities adapted to children's needs are evaluated daily to identify what aspect of the activity worked for each child. Children with learning difficulties and/or disabilities are well supported and when appropriate, staff used sign language to facilitate communication. However, resources to help children learn about disability are not widespread. The partnership with parents is very strong and contributes substantially to children's development. For instance, strategies are shared for promoting the speech and language skills of children including those who speak English as an additional language. There are well established links with local schools and nurseries whose staff attend to meet children before they move on from the setting at the end of summer term.

Children are helped to stay safe in the nursery due to reminders to use equipment such as scissors carefully. All children are constantly supervised and visits from police and fire officers help children to gain an understanding of maintaining personal safety. Children's good health and well-being are thoroughly promoted due to the serving of balanced meals and fresh fruit daily and they benefit from a free flow system that provides access to the outside area for most of the day all year round. The steps taken to protect children against the spread of infection are effective because they wash hands consistently and bedding for younger children is changed after each use. All staff demonstrate a highly developed understanding of managing children's behaviour and this ensures that children are well behaved.

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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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