

Coseley Health & Family Centre

Inspection report for early years provision

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Inspector Patricia Webb

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Type of setting Childcare on non-domestic premises

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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.

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Description of the setting

Coseley Children's Health and Family Centre opened in 2001. It is a multi agency facility sited in purpose built premises. It operates in conjunction with Action for Children, Dudley Beacon and Castle Primary Care Trust and Dudley Social Services. All agencies work together from the premises offering a wide range of services to the community. The premises are accessed on ground floor level with access to an enclosed outdoor play area. The pre-school group opens each weekday from 9.15am to 12.15pm and the nursery group operates on Monday and Tuesday from 1.00pm to 3.00pm during term time.

The centre is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend the setting at any one time. There are currently 22 children on roll in the early years age group. Children come from a wide catchment area. The setting has strategies in place to support children with special educational needs and/or disabilities and children who speak English as an additional language.

There are four members of staff all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff recognise the individuality of each child, successfully supporting them in making strong and purposeful progression in their development and learning. This is done in close partnership with parents and carers who take an avid interest in how their children develop as the management and staff team values very highly the role that each person plays in the provision. Processes for monitoring and evaluating the impact of the provision are being developed to further enhance outcomes for children supported by the very clear drive and commitment to continuous improvement from the organisation.

What steps need to be taken to improve provision further?

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

- review and evaluate the organisation of snack time to reduce the risk of cross-contamination
- explore a range of strategies to acknowledge the opinions and views of the children in the self-evaluation process
- update the Safeguarding policy for parents to reflect the procedures to be followed in the event of an allegation being made against a member of staff.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded as the setting is well organised and there are robust procedures in place for ensuring that all staff are suitable to work with the children. Further systems are also employed to ensure this suitability is ongoing and that staff understand that their conduct has a bearing on this process. High staffing ratios contribute to children being well supervised and supported enabling individual attention when necessary. Children's safety is ensured as staff conduct detailed risk assessments and are vigilant and attentive during each session to identify and reduce hazards to children. The procedures for safeguarding children are fully understood and followed by the staff who take their role seriously in protecting children. The procedures are shared with parents and carers, although, the information regarding procedures to be followed in the event of an allegation being made against a member of staff are not clearly referred to in the main policy. The information is detailed in documents accessed by staff but this aspect is not fully clear to parents hindering how they can be assured of any such concerns being managed swiftly.

There are excellent partnerships fostered with parents and carers to involve all actively in their child's learning and development. Some parents take the time to contact Ofsted to express their great satisfaction with the provision, citing the effective key worker systems and approachable staff who are avidly interested in the children's progress as the main strengths. Home visits are undertaken prior to each child starting in the setting and positive comments from both parents and the staff indicate how effective such strategies are in building a sense of mutual trust. Children are also able to recognise a familiar face in their key worker when they enter the setting, thereby, reducing any anxieties and apprehension when separating from their parents. Parents and grandparents are invited to assist in the group sharing their jobs, cooking skills and cultural backgrounds to expand children's awareness of the diversity of their world.

The organisation has a firm ethos for narrowing the gaps in children's attainment and enabling all children to make progress towards their full potential. Staff are enthusiastic and highly motivated to attend relevant training to update and enhance their skills and knowledge and implement new found ideas into the routines and activities. This is demonstrated in how staff have implemented the use of various systems for developing effective communication so that all children and families can participate and engage as fully as possible. Pictures and symbols are used to indicate routines with the Widget system used to illustrate some of the key policies such as child protection and keep parents informed. The process of evaluating the quality of the provision and its impact on children's attainment is being developed with input from managers, staff and parents. Processes are being considered to seek children's views and opinions, although, this is not yet fully effective.

The quality and standards of the early years provision and outcomes for children

Children delight in accessing all areas of the setting with confidence and independence. There is a very high percentage of child initiated activity and learning taking place because staff use children's interests and ideas to inform planning and evaluate the layout and use of resources effectively to enhance children's enjoyment. Scooby Doo seeks out Balloo the Bear, followed by an entourage of princesses as children take their dressing up and role play outside and delight in developing their imagination. Conversations are often child initiated as they confidently engage their peers and other adults into their discussion and concerns. One child discovers his bike is 'out of fuel' and realises he needs to find the petrol station and he then includes his friend in deciding where to locate the nearest garage.

All of the children are highly active learners and some pay staff the highest accolade by requesting the adults to join them in their play. They are confident and very settled, being supported by a high ratio of staff who know each child very well and use discussion with parents to forge links with home and build on the learning as a joint partnership. Where children are highly achieving, staff identify this and offer appropriate levels of challenge and extension in order to maintain this progress without over burdening a child. Children have been involved in growing vegetables in their garden and harvesting the recent crop of potatoes to make potato salad. They enjoy cookery activities learning about different cuisines around the world and are able to listen, relax and dance to various genres of music from African drum music to Celtic folk songs. Such activities expand their knowledge and understanding of the world around them, providing them with opportunities to develop skills and knowledge for the future.

Given the varied age of the children, staff have assessed the routines well to balance the free activity with short, sharp session for whole group activity such as circle time, story time and singing. This enables all children to join in at their own pace and levels of concentration. They hone their physical skills and learn to problem solve as staff set challenges such as chalking arrows on the ground outside and children learn to move on their bikes and cars in the right direction. Strategies such as the use of the egg timer to assist children in recognising periods of time are effectively linked to behaviour management. When children are learning to share and become aware of the needs of others as well as themselves, the timer is a large and highly visible prompt to indicate when they can exchange their use of the bikes or swap with their friends when playing the computer games.

Stringent routines ensure children's health and wellbeing are promoted. Children know about hand washing being important and attend to their own care needs such as toileting and wiping noses with confidence and attention to the gentle guidance offered by staff. They settle during the sessions for their nutritious and balanced snacks of fresh and dried fruit and have ready access to fresh drinking water. The morning sessions have a café style arrangement for snack time to develop children's independence and allow them to choose when and with whom, they have their break. The food items are available for children to help themselves

and at times, towards the end of the session, children help themselves from the bowls when passing the table resulting in the possible risk of cross-contamination. Children are aware of keeping safe as they understand the codes of behaviour, use tools and implements with care and skill supported ably by staff who encourage some risk taking activity so that children test their confidence and extend their skills. They also actively participate in regular fire drills and recall the procedures clearly.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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