

Greenfields at Bilborough Childrens Centre

Inspection report for early years provision

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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*.

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Description of the setting

Greenfields at Bilborough Childrens Centre was registered in 2009. It operates in three designated rooms and a shared area within the Sure Start Children's Centre building in Bilborough, Nottingham. The premises are fully accessible and all facilities are on ground level. There is a secure outdoor play area. The nursery serves families from the local and surrounding areas.

The setting is registered on the Early Years Register to care for 30 children from birth to five years, and there are currently 59 children on roll. This includes children who receive funding for early education. The setting does share and seek information in partnership with other Early Years Foundation Stage (EYFS) settings the children attend. The setting currently supports children with special educational needs and/or disabilities (SEND) and children who speak English as an additional language.

The nursery is one of three operated by Greenfields Childcare and Training Centre, which is a registered charity. Day to day responsibility of the nursery is delegated to the manager and staff. The setting receives support from a member of staff from the local authority. The nursery opens five days a week, during term time only, from 8.00 am until 4.00 pm. Sessions for wrap-around care, after school care and access to the local authority foundation stage unit within the centre are facilitated. During school holidays services can be accessed at other premises operated by the charity. The nursery is part of the extensive range of services offered within the Sure Start centre. The nursery employs six full-time staff and four part-time members of staff who work with the children. All of the staff hold appropriate early years qualifications and two are undertaking Early Years Professional Status qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff create an extremely welcoming and generally safe environment to ensure all children are included and enjoy their time in the setting. The extended services provided in the Children's Centre, contribute successfully to the development of excellent relationships between staff, other providers, parents and carers, and the welfare of the children is considerably enhanced. Self-evaluation is not formalised, however the management is proactive in ensuring there is an action plan to develop practices, improve children's safety and increase resources.

What steps need to be taken to improve provision further?

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

- ensure staff are consistently vigilant in monitoring and removing potential hazards to children

- increase children's access to resources which assist in developing the skills they require for their future
- develop the use of self-evaluation to ensure all relevant persons contribute in formalising the targets for continuous improvement.

The effectiveness of leadership and management of the early years provision

Since opening the nursery the management and staff have worked commendably to ensure inclusion has been a top priority, and partnerships with parents and carers and others are significantly promoted. The setting liaises extensively with external agencies or services within the Children's Centre or the adjoining foundation unit to ensure children get any support required. Transition to the unit has therefore been successful, with individual needs substantially addressed. Staff attendance at training and a commitment to increasing knowledge and qualification status has been given high priority. All staff have considerable knowledge of child protection procedures. Comprehensive and purposeful induction for new staff, and trainees on government employment schemes, ensures children's well-being. There are effective records maintained to ensure all persons have relevant suitability checks to assist in safeguarding the children.

The manager has been reviewing company documents and practices, to ensure they are personalised to this site, and has a list of actions to address as part of her evaluation of the service. Staff and parents are being invited to contribute to this evaluation process. Risk assessment is generally very thorough. For example, safety equipment is on order to be fitted to doors, to prevent children trapping their fingers. However, staff are not consistently vigilant until the resources arrive, such as when children move between rooms, or regarding the trailing wire of a music centre, and there is a potential for accidents to occur. Children's welfare is promoted effectively with regard to the monitoring of accident records in a worthwhile log system. Most staff hold first aid certificates to meet children's needs in an emergency. Effectively and efficiently deployed staff, with a supernumerary person in charge at all times, ensures there is always someone to talk to parents or visitors, and ratios are maintained in the playrooms. To further develop staff effectiveness, appraisals and monthly staff meetings have been successfully instigated. Children's good health and well-being is promoted effectively. Adults teach children to behave in ways that are safe for themselves and others. They make healthy choices about what they eat and drink, especially at snack times when there is a choice of milk or water, and fruit, such as apple or orange, served with meticulous care by staff wearing disposable aprons and gloves and using serving tongues to offer the fruit.

A key person for each child develops sound knowledge of their care and learning needs, and is welcomed by parents. Induction and settling in sessions ensure that the child integrates at their own unique pace. Interpreters are available if required and important words in a child and parent's own language are obtained. Inclusion and integration is enhanced by staff using sign language for all children, or increasing staff ratios as necessary. Copies of the policies and procedures are available for parents. Due the consistent discussions and sharing of written

information, complaints do not arise. Parents and carers are encouraged to share what they know about their child. They are well-informed about their child's progress, through a written daily sheet or discussions about older children, as well as open days to discuss development files and next steps. Parents readily contribute towards the informal evaluation of the service in a questionnaire and praise the support of their child and themselves from the staff. They are also eager to attend 'activity days' to join in with their child making Christmas crafts and glittery dough. The enthusiastic staff create a stimulating and exciting environment, with children's craft work displayed and photographs of them dressing up or engaging in the activities. Arrangement of the equipment ensures children can freely access the contents in the low-level storage units, which leads to using their own initiative to choose resources, as well as those attractively presented by the staff.

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

The adults support learning very well, enhancing children's ability skilfully. The resources presented each day are extremely rich in variety. The setting have recognised children's access to resources, which will enhance their skills required for the future, are not readily available and have ordered relevant equipment. The doors to the outdoor play area are open for long periods during the day which gives the children confidence to explore and learn in secure and safe, yet challenging spaces through a free-flow system. The extent to which there is planned, purposeful play and exploration, in and out of doors, with a balance of adult-led and child-chosen activities, is beneficial to the children. The key persons have good knowledge of the stepping stones to the early learning goals and the children receive an enjoyable experience across all areas of learning. Two different sets of observation and assessment documents are maintained. The setting have created substantial systems for record keeping, which is thorough and easy to follow, to ensure that children achieve in relation to their starting points and capabilities. They are also obliged to maintain some local authority records for sharing with the foundation unit when the children move, to access their funded nursery education there.

Children develop a positive awareness of self and their needs through the professionalism of the staff. They make friends and respect each other taking into account their diverse needs and backgrounds. The children are aware of how to behave, and toddlers cared for in the baby room know they must be careful with those babies who cannot crawl or walk, and show aspects of caring as they take toys to the babies. They make decisions about where they want to play and move resources between in and outdoors. Staff ask open-ended questions, and children learn to communicate effectively, often picking up English words or relevant signs, in a very short space of time. They are confident and eager to share their knowledge with all adults present, or ask questions to extend it. They use sounds within their play and sing happily in group sessions. They enjoy mark-making and have access to an extensive variety of crayons, chalks and paint, or water to use with paint bushes outside on the gazebo. They read books, in and outdoors, however, they are not consistently made aware of how to handle them and some

pages are ripped.

Children are supported to develop numeracy awareness and use words spontaneously in their own child-led activities, such as showing a visitor they have one car, then two cars, as they proudly present one in each hand. Children use tools with skill and are aware of hazards as they build with bricks or play sand. They develop an awareness of creatures from the natural world as they make a 'jungle' or 'Penguin Small' display, which includes mathematical questions about 'how many snowballs' there are, or which penguin is 'big or small'. Celebrations and festivals are carefully planned to enhance children's awareness of the wider world and there is a range of resources which give positive images of themselves or diversity within society. Children are encouraged to be active and healthy, developing competent skills of control and manipulation with the extensive range of freely accessible resources outdoors. They are curious to know how things work and engage in role play with other children and adults, such as when using the tabards and medical tools in the hospital role play corner.

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	1
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	2
The extent to which children develop skills for the future	2

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