



## Sure Start Moorends

Inspection report for early years provision

<b>Unique Reference Number</b>	EY305503
<b>Inspection date</b>	13 October 2005
<b>Inspector</b>	Kathryn Margaret Clayton
<b>Setting Address</b>	Sure Start Centre, Marshland Road, Moorends, Doncaster, DN8 4SB
<b>Telephone number</b>	
<b>E-mail</b>	
<b>Registered person</b>	NCH
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

The Sure Start Centre Moorends opened in 2005 as part of the government Sure Start initiative. The nursery and out-of-school club operate from three rooms within the purpose-built centre situated in the community of Moorends, a suburb of Doncaster. A maximum of 52 children aged from birth to under 8 may attend the nursery and out-of-school club at any one time. Children aged over 8 also attend the setting. Currently there are 30 children on roll including five in receipt of nursery

education funding.

The nursery opens from 08.00 to 18.00 on Monday to Friday throughout the year apart from public holidays. The nursery supports children with special educational needs and those for whom English is an additional language. There are five qualified staff employed and the setting is supported by a consultant teacher.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Through making suitable use of the birth to three matters framework, young children's emotional well-being is carefully considered and they are generally well settled in the nursery. Children enjoy a good range of physical activities indoors, for example, as they play on a slide and crawl through a tunnel. Children benefit from being cared for in a very clean environment, where their health is successfully promoted because of good hygiene routines adopted by staff, for example, when changing children's nappies.

Children learn about the benefits of healthy eating as they are offered nutritious snacks and meals throughout the day. They enjoy a mid-morning snack of toast, fruit, milk and water and a freshly made lunch of beef stew, mashed potatoes, fresh vegetables and sponge pudding.

Their health is suitably promoted because there are fully trained first-aid staff on duty and a well stocked first-aid box readily available. Accidents are dealt with appropriately and recorded well and although systems for recording medication administered are suitable, parents are not always asked to acknowledge the medication record. Therefore, they may not always be fully aware of the medication that has been given to their children. Children benefit because staff have a clear understanding of their dietary needs and they are cared for in accordance with parental wishes.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

The purpose-built areas used by children are bright and welcoming. Children enjoy adequate freedom overall within the play space. They benefit from having access to an excellent range of furniture that can be adapted to meet their individual needs. For example, the height of some tables and chairs can be changed in accordance with the needs of an individual group of children.

Children remain safe in the setting because staff are very vigilant with regard to their supervision and there are very effective security systems in place. All visitors must report to the reception area where identification is checked before they are escorted into the main nursery. There are good procedures in place to ensure that children

remain safe and are only collected by named persons in accordance with the wishes of parents.

Children's safety is given a high priority within the nursery. There is a requirement for staff to undertake appropriate child protection training over a period of time. Staff understand their responsibilities and therefore it is more likely that any concerns will be dealt with appropriately.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Young children enjoy a suitable range of activities, for example, they sing 'the wheels on the bus', crayon and engage in role play with the skilful support of staff. Children remain comfortable in the nursery as their basic care needs are met throughout the day, with regards to nappy changes, feeding and sleeping.

Children's language development is effectively encouraged by staff who talk and listen to them carefully at all times, for example, as they are setting out the play kitchen. Although most children are generally content within the nursery, 2 year olds needs are not always effectively met within the baby room, and therefore they are not always settled or challenged in play.

Older children who attend the out-of-school provision have the chance to initiate their own activities and make their own choices in play, therefore they are more likely to be independent and confident within the setting. Planned creative activities, games, musical instruments and a suitable range of toys are always available to children, who benefit from having access to their own playroom.

### **Nursery Education.**

The teaching and learning is satisfactory and children make steady progress towards the early learning goals. They show an interest in the activities provided and co-operate well, for example, when helping to pack away. Children are starting to become more independent, they concentrate well and sustain interest for some time during adult initiated activities, for example, when exploring play dough. Some children recognise their own name and talk confidently with each other as they play with the train track. They enjoy an attractive print rich environment with easily accessible good quality books and interesting opportunities to learn to make marks.

There are many planned opportunities for children to learn about and use shapes, for example, as they enjoy and successfully complete a good selection of puzzles. Children are not confident in counting individually or as a group because appropriate learning opportunities to encourage them to do so are not always taken. Children enjoy exploring and investigating with play dough and notice changes to the texture as they add beans and lentils. They confidently built with construction and have good access to information communication technology equipment in role play. Children play well imaginatively, for example, with the train track, or when talking on the telephone in the vet's surgery. They show good control as they add glitter to play dough and when moving around indoors or running out doors. They attempt to pour

their own drinks, and some skilfully use a knife as they spread jam on their toast.

Staff talk to children appropriately as they play, however, children's learning is not always effectively extended as staff have a limited understanding of the foundation stage curriculum and how to use appropriate teaching techniques such as open-ended questioning during play. Staff are calm and encouraging at all times and manage children's behaviour effectively, therefore older children learn how to behave responsibly. Staff ensure planning for adult initiated activities are readily available and include clear learning intentions. The assessment of children's progress is in the very early stages of development and therefore is not effective in helping staff to plan the next step in their learning.

### **Helping children make a positive contribution**

The provision is good.

Children benefit because they are cared for by staff who are good role models, in an atmosphere where positive respectful relationships are encouraged at all times. This helps to foster children's spiritual, moral, social and cultural development. Their individual needs are met and they have access to generally good resources which promote a positive image of diversity. Children with special educational needs are more likely to feel valued because staff make very good efforts to work closely with parents and outside agencies to make sure they are fully included within the setting.

Consistent, calm and positive approaches are used to manage children's behaviour and they mainly behave well. Children are effectively encouraged by staff, for example, to eat together in a sociable atmosphere. They start to learn good table manners and how to help to pack away and generally behave in an acceptable manner with appropriate encouragement from staff. Children and parents benefit because useful information is shared after each session about the child's time at the nursery.

The partnership with parents is satisfactory. Parents and children benefit because there is access to good quality written information about the educational provision, and they are well informed through newsletters and notices about the activities their children are involved in. However, there are currently no systems in place to inform parents of the progress their children are making.

### **Organisation**

The organisation is satisfactory.

Children's welfare is suitably promoted because staff are effectively deployed and the correct adult child ratios are maintained at all times. Management understand the need to keep children safe and use thorough appointment procedures to ensure all staff are appropriately assessed and vetted before starting to work. Children benefit from being cared for by a qualified staff group who are well supported. They take part in a clear induction and have good supervision and development opportunities. The leadership and management of the educational provision is good. Staff work closely

with the local authority support services and the commitment to develop staff knowledge and support their work in the foundation stage is good.

A required regulation is not met. The registration systems used include the time children have been booked into the nursery, and therefore are not always accurate in recording their hours of attendance. There is no system in place to record complaints made by parents which relate to the national standards or to report back to them within the required timescale. However, overall the needs of the children who attend the provision are met.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted. There are no complaints to report.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- obtain a parental signature when medication has been administered
- ensure the register accurately records children's hours of attendance
- devise and implement a system to record, investigate and report on complaints made by parents relating to the national standards
- ensure children under three are sufficiently challenged in play and that children under two are cared for in a separate base area.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve staff knowledge of the foundation stage curriculum and how to extend children's learning
- ensure children's progress is assessed and used to plan the next step in their learning
- devise a system to ensure that parents are kept informed of their child's progress.

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