

Sure Start Broadway Children's Centre Day Nursery

Inspection report for early years provision

Unique reference number	EY337669
Inspection date	27/01/2010
Inspector	Tony Anderson

Setting address	Sure Start Broadway Children's Centre, Broadway, Grimsby, North East Lincolnshire, DN34 5RS
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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

Sure Start Broadway Children's Centre Day Nursery registered in 2006. It operates under the private organisation of For under Fives Ltd. The well established company has a total of fourteen nurseries, four of which are within Children's Centres. The Broadway Centre is part of Grange Western and Central Sure Start which operates a second satellite centre, named Central Children's Centre. Broadway and Central Children's Centres are located in the middle of Grimsby and are approximately five miles apart. For under Fives Ltd oversees the day care operation, while the Board of Governors of Western Primary School oversees the operation and management of the Children's Centre.

Broadway Children's Centre is a linked provision located in the grounds of Western Primary School in Grimsby and serves the childcare needs of the local community. The Children's Centre does not access funding for nursery education, this is provided within the primary school. The building was extended and refurbished in 2006 and although is detached, is linked to the school by a covered walkway. The property has one main ground floor room for children aged from birth to under five years. Kitchen and toilet facilities are also available. Other community facilities are available in the Children's Centre building, such as family and training rooms.

The hours of operation are between 8am and 6pm, Monday to Friday all year, apart from public holidays and Christmas week. The nursery is registered to provide care for 47 children in the early years age group. Currently 39 children are on roll which includes 14 children who attend the crèche. The Children's Centre can provide information in a range of languages, although currently no children attend that use English as an additional language. Support is provided for children with special educational needs and/or disabilities. Full day care is provided as well as crèche and after school provision for children under five years. The Children's Centre receives support from the local authority. Links are also established with an early years education development officer, the local special educational needs coordinator, health team workers, social workers, a nutritionist, a dietician and health visitors. Eight staff are employed within the nursery, all of whom hold recognised childcare qualifications. The day nursery manager is supported by a deputy manager, two supervisors and nursery assistants. Supply staff are available to cover for team members absences.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Outstanding care and welfare systems are in place and are very effectively monitored on a day to day basis. Observations and assessments of young children are used well overall to support their learning but there is some inconsistency in ensuring complete equality and regularity in this process. Partnership with parents is excellent and very positive use is made of the extremely close links with the host school's Foundation Stage management to support children's development and progress. Management implement effective systems and procedures to evaluate

the provision's strengths and areas for development. The capacity to improve is therefore good.

What steps need to be taken to improve provision further?

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

- ensure equality and regularity of observations of the children, and that outcomes are used effectively to identify and act upon individual children's next steps of development
- ensure consistency in the use and effectiveness of resources, including the deployment and monitoring of staff in order that all children are assessed regularly.

The effectiveness of leadership and management of the early years provision

Recruitment and appropriate vetting systems for staff are fully in place and recorded. All relevant welfare policies and care procedures are also fully in place and the systems of record keeping are outstanding. The setting's professional and dedicated staff work together very effectively as a united team and they provide a high degree of learning and development opportunities for all children in the setting. Frequent observations of children are made by their respective key workers, although there is some inconsistency in the regularity of this process for all children attending the setting. In most cases however the information noted is used well to support day-to-day planning and record keeping, leading effectively to children's next steps of development.

Parents speak very positively about the work of the setting through regular questionnaires and a home/centre diary for younger children, which is much used and appreciated by the parents. Parents are also kept in touch through regular and informative newsletters and by the extensive notice boards within the centre which include the much loved 'WOW' board of the children's special progress. There is an outstanding level of additional support provided by the host school's Foundation Stage management who regularly invite children from the centre into the main school to attend special events, such as, a visit from Father Christmas. The setting's systems of self-review and analysis of its strengths and areas for development are good overall. The setting's management demonstrate a good capacity for further improvement.

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

The children enjoy their visits to this large and friendly setting where they, and their parents and carers, are made to feel very welcome by the dedicated and effective staff. The setting's management are clearly aware of the importance of 'the unique child', and the free-flow provision of interesting and challenging

activities is designed to stimulate individual young minds. Staff have a good knowledge of how young children learn and they help them to become independent learners through frequent and effective use of praise and encouragement. A 'Learning Journey' file is created for each child new to the provision, and parents are encouraged to complete an 'All About Me' form which is at the front of each file. Regular observations are undertaken and added to these files which are also used to monitor the children's individual progress in the six areas of early years learning and development.

Young children in warm outdoor clothes are seen to be very keen to experiment with an extensive range of outdoor equipment and resources. Staff are on hand to encourage, support and promote the children's learning through play, as they make choices in a variety of outdoor activities. This adds to their opportunities for physical exercise and supports them to have healthy lifestyles. Some children elect to stay indoors on this very cold day and they are equally well supported in their own choice of activity, in the very well resourced setting which is set out in different zones. Every opportunity is taken to engage young children in discussion in order to promote their speaking and listening skills, and to enhance their levels of confidence and self-esteem.

The children's behaviour is good and they are aware of their own safety needs through regularly practised fire evacuation routines. They enjoy healthy meals and full details of menus and choices are made available to parents in advance. The children are consistently encouraged to wash their hands before eating and after visiting the toilet. The setting's walls are very well utilised to display the children's drawings, paintings and sketches. The arrangements for children to move up to the host school are well organised by the setting's management, and their learning journey files go with them to support their transition. As a result of the positive provision and the dedicated work of the staff, young children make good progress towards their future development and well-being.

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

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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