

Radford Children's Centre

Inspection report for early years provision

Unique reference number EY338266
Inspection date 08/03/2010
Inspector Edgar Hastings

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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

Radford Children's Centre opened in 2006 and operates from a purpose-built facility on the site of Radford Primary School in Coventry, West Midlands. The Centre is accessible to adults and children who may have disabilities, and is on the Early Years Register as well as the compulsory and voluntary Child Care Registers. A maximum of 54 children up to the age of eight may attend the setting at any one time. The centre is open Monday to Friday from 8.00am to 6.00pm for 50 weeks of the year. Wrap around care is provided and as is a crèche facility in support of adult education classes. There are currently 64 children on roll. Of these, 25 receive funding for early education. Children come from the local community and surrounding areas.

The setting provides support to children with special educational needs and/or disabilities and children who speak English as an additional language. The group employs 10 members of staff all of whom hold appropriate early years qualifications at Level 3 or above. The group is supported by various professionals from the local authority. There are close links with the host school and with St Augustine's Children's Centre.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The provision meets the needs of the early years children very well and enables them to make very good progress in their learning and development. This is a highly inclusive setting that offers exceptionally good provision for the needs of all groups of children, including those with special educational needs and/or disabilities. The strengths in leadership and management, the multi-agency support for parents and children, team work and shared vision ensure the setting has an excellent capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- consider implementing plans to enable the atrium room to be in use throughout the year.

The effectiveness of leadership and management of the early years provision

The setting has made rapid strides in improvement since it opened in 2006 because of the high quality of its leaders whose developments have created an outstanding provision for their young children. The very effective use of monitoring and self-evaluation has ensured that the managers have been able to clearly

identify areas for development and to address the issues raised at the last inspection. Rigorous risk assessment systems minimise hazards to children on the premises and are now carried out twice daily. Observations and assessments ensure planning provides appropriate challenges for all groups of children and the centre sets continuous targets over six-weekly periods. There are some very effective procedures for providing parents with information about their children's daily activities including information sharing evenings, parent and child consultations, induction visits, questionnaires and shared planning with their child's key person. Changes have been made to the outdoor area with support from local artists who have used natural materials to make it a more stimulating and challenging place for children. The Centre has many links and excellent partnerships with other providers in the area, and is currently embarking on a project of regular meetings with them to share some of their successful developments and high quality practice.

The leaders have developed a comprehensive range of policies to ensure children are very well safeguarded. All staff have been trained in child protection procedures and take the safety of children very seriously. A safe and secure environment is provided and daily checks are made to ensure there are no hazards to endanger the children. Rigorous vetting of prospective staff is undertaken, and strict hygiene procedures are in place. The setting enjoys a very strong partnership with parents, and other agencies in ensuring the safeguarding and well-being of their children. Parents are full of praise for the setting and are especially impressed with the high level of progress their children make, and the additional support that they provide through a number of children's services. Parents appreciate the Stay and Play facility organised to support parents developing play skills with their children, and the good communication systems set up to enable information sharing including the parental consultation process. The allotment project brings adults and children together to learn about growing their own vegetables, and the health walk for parents demonstrates the setting's commitment to the well-being of parents and families. New parents receive a detailed induction pack and are encouraged to complete a 'More About Me' booklet to provide information as a basis for planning. Parents are then further involved in planning with their child's key person on a regular basis.

Leaders have developed a strong team of professional staff who share the setting's vision for achieving the best provision for the children in their care, and because they are committed actions can be achieved quickly. These actions are well thought out and have a very positive effect upon the quality of the support and experiences for children. For example, child consultations ensure they all contribute their views, and then adjustments are made to routines to accommodate their individual needs. Staff are all suitably qualified and regularly update their knowledge and skills as a result of observations and reviews through a programme of continuing professional development. Two are currently studying for Foundation degrees, and the managers have achieved Early Years Professional Status. Staff are deployed very well to meet individual needs and they are experienced in working with all age groups as part of their development. Resources are used most effectively both indoors and outside to enable children over time to make very good progress, and to provide a thoroughly stimulating environment for children to explore. All rooms are well equipped with good quality

furniture and activity resources, creating colourful and exciting areas of learning. Currently, the atrium room is used very imaginatively providing some attractively and artistically displayed resources which parents can take home to share with their children. The room is a valuable resource but cannot be used throughout the year because of exposure to low temperatures. The setting should implement its proposed plans in order to develop its use more comprehensively throughout the year.

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

The setting is an exciting place to be because of the well organised range of activities and experiences provided for the children. A good balance of adult-led and child-initiated activities enables children to develop confidence and a range of skills including social development. Careful monitoring of progress by their key persons is recorded and used when planning the next phase of learning. There is strong emphasis on children developing independence, and this enables them to follow their own interests and develop as confident learners. The space is used well to provide interesting areas for children to use and explore, with well organised and good quality resources made very accessible to children.

Over their time in the setting children make very good progress in their learning. Planning for each individual child's interests is successful in ensuring learning is child centred, and staff take time to consult parents and involve them in this process. The development of fine motor skills is achieved through many opportunities to be creative using paints, glue and a variety of other media that require careful use and arrangement. Mark making is made fun as children make sweeping shapes, lines, dashes and dots with pencils and wax crayons. Counting songs and rhymes help develop both language and number skills. Other activities encourage children to develop observational and listening skills as children are challenged to match up pictures and sounds.

The promotion of children's welfare is outstanding. The extent to which children feel safe and develop safe practices is very well promoted through a series of visits from 'people who help us', including the crossing patrol warden and local police and fire service workers. Children feel safe in the setting because of the good level of care they receive during their daily routines and because they are shown how to play and work safely when using equipment and resources. If they have an accident they are encouraged to reflect on the cause and to modify their future actions, and consequently develop a clearer understanding of how to stay safe

The centre promotes a healthy lifestyle very effectively through its mealtime and snack menus offering a balanced diet. The centre has links with a dietician whose expert guidance is welcomed by the setting and ensures children's dietary needs are met. Children's individual dietary requirements are catered for in consultation with parents. Children know which foods are good for them, and enjoy the daily opportunities for physical activity usually in the outdoor area supplemented on occasions using 'Fit and Fun' exercise equipment. Children understand the house rules about hygiene and about when it is necessary to wash their hands and to

stay healthy. The positive contribution children make is outstanding. They willingly cooperate with adults and children. Their behaviour is very good and they are sensitive to the needs of others and show their concern when others are upset. There are procedures for children to understand and manage their own behaviour and to talk about their concerns during 'circle time'. Self-confidence is developing very well and children reflect on their own learning through discussions with adults.

Children are prepared very well for the next stage of their education through the very good progress they make in learning and development during their time in this setting. The regular contact the setting has with the host school and other local schools to which others transfer enables good information sharing on their development and ensures the children experience a smooth transition.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

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

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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