

Brook Green Early Years

Inspection report for early years provision

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Inspection date

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Inspector

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Setting address

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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

Broke Green Early Years is a committee run group operating from Hillside Children's Centre in Taunton, Somerset. The setting has been registered at this site since 2005. They operate from purpose-built accommodation within the Centre. Children have access to a large, bright room, a smaller room to accommodate younger children and babies, child sized toilet facilities and a fully enclosed outdoor area. Children have regular visits to the local shops, library and adjacent park.

The setting is registered on the Early Years register, and on the compulsory and voluntary parts of the Childcare Register, to care for a maximum of 29 children under eight years of age at any one time, all of whom may be in the early years age range. There are currently 58 children in the early years age group attending at different times. The setting is open daily, throughout the year, from 8a.m. to 6p.m. The setting receives funding for three- and four-year old children. Children with specific learning and development needs are supported.

There are nine members of staff working directly with children, six of whom have early years qualifications of Level 3 standard or higher. A further two members of staff have achieved Level 2 and are working towards Level 3. The setting also employs an administrator and a cook. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met very well. Effective systems of monitoring children's individual development ensure they make consistently good progress towards the early learning and development goals, relative to their starting points. Very good relationships with parents and others involved in the welfare of children enable staff to provide an inclusive environment where each child's needs are recognised and respected, and supported well. Strong processes of self evaluation result in well considered action plans for the future, that focus most effectively on sustaining good quality outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure that it is clear when documentation supporting children's welfare has been reviewed, for example, including review dates on each of the setting's records of risk assessment
- ensure that children have regular opportunities to practice the setting's emergency evacuation procedures, and consider how these can be organised

to take account of the attendance patterns of individual children

The effectiveness of leadership and management of the early years provision

Leadership and management techniques in the setting are very effective and results in an enthusiastic staff team who have a good understanding of the requirements of the Early Years Foundation Stage. This is demonstrated in the excellent implementation of procedures that safeguard children and protect them from harm. Staff have very good understanding of issues that may raise concerns regarding the possible abuse or neglect of children, and the actions they must take in order to safeguard children in their care. Well established relationships with other safeguarding agencies has enabled staff to support vulnerable children and protect them from harm. Safeguarding policies and procedures provide staff with good quality guidance, and ensure parents understand the setting's responsibility to protect children in their care. Robust employment procedures insure that staff are suitable to work with children, and there are appropriate systems in place to confirm their ongoing suitability. The premises are secure, access being through a staffed reception area, and all parts of the building are accessible through coded keypads. Visitors presence is recorded, they are asked to wear identification, and are supervised at all times. Documentation supporting children's welfare is in place and overall is maintained well. Written agreements with parents provide detailed information regarding each child's individual needs. Consent is obtained from parents appropriately, for example, to seek emergency treatment if their child has an accident. All accidents and incidents involving children are clearly recorded and parents receive their own copies of these reports. Procedures for the safe administration of medicines are implemented rigorously by staff. Risk assessments are comprehensive, covering all areas of the premises, resources used by different age groups, and the potential risks involved as children move between indoors and outside in order to fully experience the extended learning environment. Effective systems of daily checks of all areas used by children, and of resources, ensures children enjoy a safe and hygienic play environment. Children enjoy regular outings into the local community, such as to the library and to the post office, and good risk assessments are in place for these. There is a process in place to review all risk assessments on a regular basis, and, in most cases, the dates of review are noted. However, this has not been recorded on some risk assessment documents.

The management team has successfully fostered a culture of reflective practice within the setting, which results in all staff being involved in evaluating the effectiveness of the provision in terms of outcomes for children. This has resulted in a variety of improvements that have benefited children. For example, as part of developing the outdoor area, staff sought children's views, and used their observations of how children use space and equipment. These were incorporated into the development of the extended learning environment, resulting in a wider range of choices and experiences for children. Another key area of development that enhances children's experiences, and supports inclusion within the setting, is the good use of sign language with children of all ages. Some staff have received training in this area, and action plans identify that the setting wishes to promote this further.

Staff develop strong relationships with parents and carers, and others involved in supporting the welfare, learning and development of individual children. For example, children who have specific learning and development requirements benefit from the good inter agency planning that ensures consistency in promoting their individual progress. Parents are provided with good quality information about the setting. They have access to policies and procedures that support their children's care. Information boards are used well to provide information about current activities and events. Parents are actively encouraged to share their observations of what their children do at home, either through discussion or noting their comments on cards. Staff are developing individual 'learning stories' for children, aiming to enhance parents understanding of how their child learns through play.

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

Children's welfare, learning and development is supported well. The good implementation of health and hygiene procedures ensure children are protected from the risk of cross infection. For example, sickness policies ensure parents have clear information regarding the settings procedures if their child becomes ill; they are also informed of how long children should remain absent if their illness is contagious. Any specific health requirements relating to individual children are recorded, and where necessary staff ensure they receive appropriate training to support their needs, for instance, administering certain types of medication. Some children have dietary requirements, including allergic reactions, and intolerances to food groups such as dairy produce; these are respected and catered for. Children thoroughly enjoy the hearty, well balanced and nutritious meals provided. Menus are reviewed regularly to ensure that all children benefit from a varied diet that includes a good selection of fresh fruit and vegetables. Mealtimes are used most effectively to promote a range of age appropriate social skills. For example, older children, and some children under 2 years of age, know to wash their hands before meals and snacks, and do so with little prompting, demonstrating their awareness of suitable hygiene practice. At snack time, children help staff to peel and slice fruit, handling tools such as knives safely and competently. Lunch time is organized so that babies, older children, and adults, all sit together, which encourages positive social behaviour. For example, an older child is observed to help a toddler who has pushed a spoon out of reach, carefully ensuring the younger child has got a firm grip. Staff encourage children to discuss what they have done so far today, and to think about activities they might like to take part in after lunch. Children listen well to each other and, although currently a young group overall, they are developing a good understanding of suitable behaviour and appropriate codes of conduct.

Children are developing good safety awareness overall. They use equipment and resources safely, and concentrate well when using tools that have the potential to be hazardous. For example, they use scissors carefully when cutting materials, understanding that it is safer to cut away from themselves, and they know to

transport scissors across the room with the blade down. Children enjoy vigorous activity that encourages them to stretch and move with co-ordination and control. They immensely enjoy themselves as they balance on and jump from tyres and other outdoor apparatus, showing awareness of other children and using space safely. They benefit from regular excursions into the local community, such as to the local shops and park. These outings are used well to teach children about road safety, and to be aware of possible dangers. Children have opportunities to practice the settings emergency evacuation procedures, and the setting is equipped to enable the speedy evacuation of sleeping babies. However, these fire drills do not take place with sufficient frequency to enable all children to participate, taking into consideration their different patterns of attendance.

Children make consistently good progress towards the early learning and development goals in all areas, relative to their individual starting points. This is because staff plan very well to ensure that each child has opportunities to participate in a breadth of learning opportunities that appeal to their individual interests and learning styles. For example, children who have a strong interest in technology explore their creativity as they use recycled materials to build representations of mechanical objects. They work together well as they use their problem solving and critical thinking skills to design a robot, they select materials of different sizes and discuss how to attach these together. They consider what to use to make the robots 'insides', earnestly explaining that robots 'have wires in their tummies', and deciding to use coloured shredded paper to represent these. Staff make good observations of children at play, and make effective evaluative links between what children do, and how this supports their progress in learning. Records of children's achievements are well maintained and provide clear evidence of how they have made progress over time.

Children are confident and happy learners who are keen to investigate activities and resources when they enter the setting. They develop warm and affectionate relationships with staff, whose interactions with children are consistently calm and positive. Babies and very young children show their emotional security, for instance, as they cuddle up with staff to look at a book together, and also when they are feeling distressed. For example, a child who has recently begun to walk a few steps without help, stumbles and starts to cry. The quick response of staff ensures that the child is soon comforted and keen to try again. Children are confident that they will be listened to and their thoughts and ideas respected because staff are quickly responsive to their suggestions, supporting child initiated activities very well. For example, children talk about a spider web they saw the day before and are telling a member of staff about it. The staff member enthusiastically supports their suggestion to find it again, which results in several children joining in as they search the garden to find as many webs as they can. They count them as they find them, and discuss where more may be found, such as, in plants and across the fence. They talk about big and little spiders and how they make their webs. Children take part in activities that teach them about their own community and the wider world. They enjoy trying foods from different countries and cultures as part of snack times. Children learn from a very early age that there are different ways to communicate because they learn simple sign language along with extending their vocabulary. For example, children under two years of age are able to sign 'please' and 'thank you' along with staff as they try to

say the words. Older children use their signing skills spontaneously at times. For example, a small group are singing songs while staff play guitar, and the children start to sign while they sing.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
The effectiveness of the setting's engagement with parents and carers	2

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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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