



Goldington Family Centre

Inspection report for early years provision

Unique Reference Number	219214
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Inspector	Melanie Cullen
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Registered person	Goldington Family Centre Management
Type of inspection	Integrated
Type of care	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.

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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Smarteez Neighbourhood Nursery opened in October 2003. It operates from a purpose built terrapin building located within the grounds of Goldington Family Centre which has Children's Centre status. The nursery serves the local community in the Putnoe and Goldington areas of Bedford. The group is registered for 51 children aged 0 to 5 years. There are currently 69 children on roll. This includes 37 children receiving funding for nursery education. Children attend for a variety of sessions. The

nursery makes appropriate provision for children who have special needs and those who speak English as an additional language. The nursery is open each weekday from 08:00 until 18:00 all year round with the exception of public holidays.

Thirteen staff work with the children. Ten have early years qualifications. Three staff are currently working towards a qualification. The nursery is a member of the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good personal hygiene through well planned daily routines. Older children have a sound understanding of why they wash their hands and when it is important to do so. For example, they wash their hands before eating, after using the toilet and have access to wipes and tissues. They learn about germs and the potential for cross infection through discussion with staff. Children learn about the procedures by following explanations from staff and visual displays on the bathroom walls. Younger children develop their understanding through watching others, discussion and through the positive role modelling of the staff. Children are protected from infection through effective hygiene routines practised throughout the nursery. During baking activities staff are vigilant when explaining why utensils must be used and clean aprons are worn. Toys and equipment are well maintained and washed regularly. Activities which relate to keeping healthy such as a visit from a dentist and discussions regarding the importance of cleaning the dental mirrors thoroughly between each child and brushing teeth twice a day ensure that children learn to have an awareness of personal hygiene. Some staff hold current first aid certificates and are confident to administer first aid when required. Accident records are kept, however there are some inconsistencies when recording specific sites of injuries and some are not signed and dated by the person managing the accident.

Children benefit from a healthy diet. The nursery has gained a healthy eating award and continually works to ensure children are offered an interesting, varied and nutritious range of meals and snacks which are all freshly prepared. Children enjoy growing vegetables in the nursery garden. Supervised by the nursery cook, children are involved in preparing the ground, sowing seeds and tending the plants until the vegetables are ready for harvesting and are incorporated into the nursery menus. Children learn about how things grow and the need for water and light. Children and staff sit together to eat, meal times are social occasions where children learn to use cutlery and to discuss the day's events. Children's interest in food is promoted because they have opportunities to help prepare fruit, they peel and chop bananas and apples and talk about the pips, core and discuss the shapes inside the fruit. They learn how food changes due to differences in temperature. For example, they make ice lollies and watch them melt and bake cakes to see them rise after being in the oven.

Children enjoy daily opportunities to practise physical skills. Good use is made of the

spacious garden and veranda. Children have access to a wide selection of equipment which promote the development of skills including pedalling, jumping, hopping and climbing. They enjoy riding bikes and using mini petrol pumps and traffic lights which help them learn to manoeuvre and negotiate space while incorporating imaginative play. Children begin to learn about the effect of exercise on their bodies and discuss being out of breath, sweating and increased heart rate. Children play with hoops, quoits, stilts and hobby horses outside and cutting, threading, manipulation and construction indoors which develop hand: eye co-ordination and balance.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming environment which is very well maintained and shows examples of children's work and displays of photographs including activities the children have participated in. Children are safe in the setting because staff are vigilant in their practices. For example, the main door is kept locked, staff greet all parents and visitors who sign the visitors book, babies are always supervised in high chairs and suitable restraints are used. Effective procedures are in place to monitor sleeping children. The layout of the room allows for ease of practise for staff to carry out the high level of checks which are made and recorded when babies are sleeping. All areas in the nursery are well planned, children have space to move safely and freely around activities and play areas. Staff help children learn to be aware of keeping themselves safe in the nursery as they explain and practise simple procedures such as emergency evacuation and the boundaries which are necessary to help children participate in their own safety. For example, they help to tidy toys away and pick them up from the floor which also builds a sense of responsibility and respect for equipment. Children enjoy using a good range of safe, good quality and developmentally appropriate toys, furniture and equipment. They are encouraged to select their own activities which are well organised and helps to develop emerging independence skills.

Children's welfare is safeguarded and protected because staff have the skills, understanding, knowledge and experience to manage child protection concerns effectively if they arise. Robust systems are in place to record and report concerns and all staff are aware of the importance of maintaining confidentiality. There is a procedure in place which clearly shows the steps to be taken in the event of any allegations made against a member of staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled in the nursery. They confidently access the interesting range of activities and are forming secure relationships with staff and their peers. Staff have a working knowledge of the 'Birth to three matters' framework and this has a positive impact on younger children's enjoyment and achievements. Staff plan activities in line with this framework and use observations to record children's

development. Babies and young children receive lots of positive interaction from staff and have developed bonds with their key workers which increases their sense of well-being and contentment. They benefit from the flexible daily routines. Children enjoy playing with and exploring various messy items such as paint, spaghetti and baked beans which enhance their sensory experiences. They also explore and enjoy treasure baskets and various other suitable activities. Their communication skills are developing because they respond to staff and to each other. Non-verbal communication is promoted because the staff sit on the floor with children, encourage eye contact and smile and laugh with them. Children show good levels of confidence throughout the nursery. This has been achieved through the constant support, reassurance and encouragement from staff. Young children regularly seek out the staff to share experiences or for support during activities. Older children demonstrate a strong sense of belonging and ownership and begin to resolve any differences amongst themselves because they are learning the skills of being aware of the feelings of others and to negotiate with each other. For example, children working together wrapping presents decide to take turns with the sticky tape after the roll falls out of the holder during an argument. Children's art work is displayed across the nursery rooms which gives them a sense of pride in their achievements.

Nursery Education

Children are happy and involved in the activities provided. They are familiar with the daily routines and move confidently between their chosen activities which support their learning and enables them to make good progress. Staff are skilled when providing opportunities to help children succeed. For example, a group of children play a memory game which involves a tray of items which are shown and discussed then covered and one item is removed. Staff give clues to help children identify which item has gone. This helps children build their memory skills, confidence and self-esteem. The children are fully engaged in this activity, they show excitement and pleasure through their voices and facial expressions. Children are encouraged to join in at registration time and those who are less confident are asked how they feel today if they are unsure when asked to give a piece of "news" to the group. This ensures that all children participate in the session. Children enjoy using the sensory room. They learn that only a limited number may use this room at one time by observing a sign next to the door. Children relish the soft glow lighting and sparkly decorations, they play various musical instruments in this room and learn about sounds and how to play soft and loud music. Children spend time exploring their mark making skills and are encouraged to choose freely from well stocked units which contain various papers, pencils and pens. They enjoy books and a good selection is available at all times. Some children recognise and begin to put meaning to letters. For example, children point out which letters are in their name and others recall a story and "read" it out loud to a friend. Name cards and various labels around the room enhances children's word recognition. Children have been involved in making their own books called "All about me" which contain comments and drawings about things which are important to each child. Children begin to learn about mathematical concepts. They match pairs of socks on a washing line and make graphs showing all the children's height, weight and eye colour. Most children are confident to count and staff use numerous opportunities for children to practise number recognition and counting. For example, they count the dots on a dice during a sorting game which also develops

colour recognition and turn taking. All children benefit from one to one work with a teacher on specific activities identified for each child. They enjoy spending time in a separate room playing various games, drawing and matching activities. Information about children's achievements gathered during this time contribute to children's ongoing assessment records. Children demonstrate good levels of curiosity and interest as they explore how things work. They learn how to use small hammers and tacks to make pictures on cork boards and how to use the sticky tape dispenser efficiently. Small groups of children play happily with the dolls house, they take on roles in the game and become engrossed in their detailed game.

The quality of teaching and learning is good. Staff enrich the children's experiences through well-organised and carefully prepared activities. Children's communication skills are promoted and extended by staff, they ask questions and introduce new words during activities. For example, children make ice lollies, they taste them and watch them melt. Staff use words such as sour, sweet, soft and slippery which the children respond to positively. They have a sound understanding of children's starting points and regularly record observations of children's achievements which are included in their assessment records. However, there are inconsistencies in recording the identification of the next steps for learning and the strategies to be used to enable children to reach their individual potential. Detailed records of activity plans are in place for the long, medium and short term. The planning is linked to the six areas of learning and children work through the stepping stones towards the early learning goals. Records are kept of each activity, the intended learning outcome, evaluation and how to consolidate and extend the learning. Children benefit from the calm, relaxed and unhurried atmosphere throughout the nursery. They have time to enjoy and complete their activities which enhances and consolidates the learning experience. The high quality interaction from the enthusiastic, patient and caring staff encourages children to stay with an activity until it is complete. Children are progressing well. They are supported by the staff's confidence and knowledge of the Foundation Stage and their many, varied skills which help to deliver a sound educational programme to the children.

Helping children make a positive contribution

The provision is good.

Children have access to a wide selection of resources which show positive images of people and which promote learning about different cultures and the wider world. Children learn to respect and to celebrate diversity. They celebrate familiar and unfamiliar festivals which are carefully researched and resourced by the staff. For example, Christmas, Diwali and Chinese New Year. Staff have positive attitudes, they present themselves as sensitive role models and are willing to talk to children and answer any questions they may have about people who are different to themselves. This helps children relate to others and begin to learn to understand the needs of others. Children's spiritual, moral, social and cultural development is fostered. All children are valued and respected as individuals and have their needs met effectively.

Children behave well because they are offered a stimulating range of

developmentally appropriate activities which keep them busy and interested. They are developing an understanding of the boundaries in the nursery and most respond positively to staff's instructions. The staff are consistent in their approach and use reminders to diffuse potential behaviour management issues. Generally children work well together. They begin to negotiate and co-operate with each other and learn that some tasks can be completed more satisfactorily with assistance from a friend. For example, two children wrapping presents realise that if they do one at a time and one child holds the edges of the paper together while the other gets the sticky tape the procedure is easier. Children show care and concern for each other, they sit close together and often give friends a cuddle or hold hands. Children demonstrate a clear sense of ownership and belonging. They are familiar with routines and benefit from the consistent staff team. They are given tasks to complete such as setting out or tidying away activities and they know where to find the items they need during the session.

The partnership with parents is good. Staff are friendly, approachable and work hard to develop effective working relationships with parents which contributes to the children's feelings of security and well-being. Parents play an active role in their children's care. They provide information about the child's achievements at home and have meetings with the key worker each term to discuss their child's progress. All parents have access to a wealth of information about the nursery curriculum and ethos as well as information about general childcare issues and health. The nursery has produced information leaflets in various languages to ensure that all parents feel valued and have access to important information.

Organisation

The organisation is good.

Children's care and education is enhanced because of the high quality of the organisation in the setting. The leadership and management is good. Children benefit from the effective organisation as they move through the setting, firstly attending the "Mini Smarteez" group or baby room through to the pre-school room. The nursery manager and director ensure that all staff access relevant training which is shared with the other team members. Staff are committed to the evaluation and improvement of their practice and have regular meetings to discuss any issues. All the required documentation, policies and procedures are in place and most are monitored and reviewed. However, the risk assessments do not include dates for review. The organisation of the documentation and records ensures that children's welfare is protected and that parents play an active role in their children's care and receive appropriate support for their individual needs. The management team have devised robust systems to ensure that children are cared for by staff with appropriate qualifications and experience. All staff are supported through regular supervision and appraisal meetings. The family centre and nursery have Children's Centre status. Overall, the range of the children's needs are met.

Improvements since the last inspection

At the last inspection the setting agreed to continue to develop the care and

procedures for children under two years. The setting have completed training on the 'Birth to three matters' framework. This is now used to plan activities for younger children and to record children's achievements. The staff team have developed heuristic play sacks for children under two to enjoy and explore. Younger children benefit from the high levels of positive interaction from the staff while playing. They ensure each child receives one to one attention to help them reach their individual potential.

Complaints since the last inspection

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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

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):

- Make sure that accident records are completed in sufficient detail and are consistently signed and dated
- make sure that risk assessments include a date for review

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):

- further develop the planning and assessment procedures to ensure that children's next steps for learning are identified.

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