



School Girl Mum's Unit Childcare Provision

Inspection report for early years provision

Unique Reference Number	509992
Inspection date	14 February 2006
Inspector	Jackie Phillips
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Registered person	Kingston Upon Hull City Council
Type of inspection	Childcare
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

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.

WHAT SORT OF SETTING IS IT?

The School Girl Mum's Unit Childcare Provision registered in 2001. It operates from within former school premises in west Hull. Education facilities are also based on the site. In the immediate area there is a wide range of shops and a public park.

The provision is registered to care for a maximum of 20 children aged from birth to 5 years of age, however children generally stop attending once they reach 3 years. The nursery operates term time only between 09.30 to 15.00 Monday, Thursday and Friday. This is extended to 15:30 on a Tuesday and Thursday. Education funded children are not accepted. There are currently 16 children on roll.

The children are cared for in one open-plan room which has separate areas for babies, toddlers, creative play and quieter activities. Nappy changing and toilet facilities are also available.

There are seven staff including the manager employed at the setting. The majority hold recognised child care qualifications to level three.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health and well being is promoted through a number of ways. Effective cleaning routines are in place helping to maintain a hygienic environment. This includes toys and items that babies put into their mouths. An excellent method for storing dummies ensure that they are clearly identified and cross contamination is prevented. Adults and visitors to the setting are encouraged to use antiseptic gel available in a dispenser prior to entering the setting. The majority of adults hold a valid first aid qualification and all staff are aware of secure recording procedures for medication to be administered to children.

Because children see adults wash their hands frequently they are learning by positive example the importance of personal hygiene. Babies and young children's nappy changing routines are carried out to a high standard. Their privacy and dignity is well respected as this takes place in a designate hygienic area of the room. Parents of ill or potentially infectious children are discouraged from taking their children to the setting. When children show signs of possible discomfort adults respond appropriately to ensure the needs of the child are met and their good health is maintained.

Children are able to enjoy physical exercise when they access the enclosed outdoor play area. A range of suitable toys and equipment is available to aid development and provide physical challenge. This includes ride on toys and a small slide. On occasions adults and children go for walks within the local community. Prams and buggies are used and a high ratio of staff to child is provided to ensure children's safety.

When bottle feeding, young babies are held appropriately by an adult and older children sit securely in highchairs or at a low table. They are encouraged to feed themselves well supported by adult supervision. Attention is given to providing children with healthy food. This includes fresh fruit, yoghurt, brown bread and water or well diluted juice to drink. The setting provides children with snacks and a light lunch. However, due to the lack of cooking facilities the range of food is limited and a broad and well balanced menu is not able to be offered.

A very good system is in place for the receipt from the mums of babies' feeding bottles. These are clearly labelled and previous and next feeds recorded on a white board. Adults are on hand to discuss feeding requirements to ensure children's routines are followed and their needs met, supporting their health and well being.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a secure environment. Good procedures are in place for the collection of a child if by a person other than the child's mum. A written policy is in place for the procedure to follow if a child is lost. However, the settings procedure to follow if a child is collected late needs to be more clearly defined. Space is used very well. Cots and low chairs used by young babies are placed well to ensure high visibility. The older, toddler age children, play in two enclosed areas. One is predominantly for floor play such as construction, books or role play. The other is where they may engage in more creative activities such as painting, sand or water play. The majority of resources are easily accessed by children or they may choose and identify from clearly labelled drawers and storage containers. Children contribute to their environment by the display of their art and creative work around the setting.

Adults ensure that staff, parents, visitors and children are familiar with the safe evacuation of the building by displayed notices. The emergency procedure is practised with children and details are recorded. Marks observed on children or accidents received are all recorded in a log and parents are informed. Adults are aware of their responsibility to protect children from harm. They have attended child protection training and information about the settings arrangements for child protection concerns are shared with parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children enter the setting very well. They quickly select toys that interest them or babies are handed over to members of staff that they are familiar with. Children who have not attended for some time are pleased to be there and obviously missed by friends and adults. Children's social and emotional development is well supported because adult interaction is of a very high level. Team members take every opportunity to talk and sing to children and young babies. For example, one adult sits on the floor with a baby on her knee and they look into the low level mirror together. The child delights in her reflection and the close contact with an adult.

There is an excellent range of equipment for children to access. They are of a high quality and meet the age range of the children attending. Play gyms, play mats and play rings all help to support the developmental needs of young babies. They provide opportunities for discovery and strengthening babies' bodies towards accomplishing rolling, sitting and crawling skills. A range of musical and interactive toys and games help to stimulate and challenge older babies and young toddlers. A range of good quality books are available. These are placed out of reach of the toddlers although a variety are selected by adults or children are encouraged to point to books of their choice.

Activities are usually based around a theme which is planned in advance. Children take part in a range of creative activities including sticking, painting and printing. Examples of children's art work are kept and secured in individual files for them to

eventually take home as a record of their achievements. Their on-going developmental milestones are regularly recorded. Direct observations and photographic evidence supports this and information is shared with parents. Children have the opportunity to grow seeds such as cress and carrot tops. Their interest is further fostered when worms are brought in for the children to examine. Learning is further extended by a planned craft activity involving creating worm pictures. Children are supported very well through a range of early learning experiences. However, on occasions there is an imbalance of those activities which are adult led providing less choice and input from children.

Helping children make a positive contribution

The provision is good.

The excellent use of photographs enables the mums to be kept very well informed about the setting and activities that their children are involved in. For example, a well presented wall display in the reception area gives clear examples and photographic evidence of the milestones reached in children's development. There are lots of opportunities for parents and carers to exchange information about the children. This occurs either verbally or through written daily recordings that are in place relating to all aspects of the child's day.

Because of the high attention given to accurate recording systems and the sharing of information, the mums feel involved and well informed. They acknowledge they are treated with respect. They are able to ask team members for guidance or advice. They make their wishes known and acknowledge the high levels of support that they are given. Children flourish because effective lines of communication between parents and carers are in place. This ensures that meeting the needs of the child is a high priority and the children and the mums are treated and respected as individuals.

Children behave well because they are kept well occupied and are engaged in a wide range of interesting and stimulating activities. They are enabled to feel a valuable member of the group by attention given to provide safe places for personal belongings. Their needs are well known by adults and all children are fully included. Their awareness of the wider community is enhanced because some play materials reflect cultural diversity and disability. They take part in traditional events such as Christmas and Easter and are beginning to celebrate those not so familiar such as Chinese New Year.

Organisation

The organisation is good.

The setting is organised to a high level. The range of policies and procedures clearly supports the effective and efficient management of the setting. These are made available to the mums although are not regularly used for reference as the setting would wish. An information flyer gives clear advice to the new mums, and the regular exchange and sharing of information ensures that both parties are kept very well informed.

There is a strong team spirit and adults are deployed effectively around the setting to meet the needs of the children. Staff regularly access training. They are aware of new curriculum guidance such as the Birth to Three matters framework which will enhance their work with the children under 3. They are well supported by an enthusiastic manager who is committed to providing a service of the highest quality. Staff have opportunities to discuss any issues within an environment where each person's opinion is respected. Because staff arrive at the setting well in advance they are suitably prepared and spend time discussing relevant issues. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the previous inspection the setting was asked to improve children's safety. This related in particular to when children are taken into the outdoor play area and to ensure the emergency evacuation plan is regularly practised. When children use the enclosed outdoor play area staff ensure that high levels of supervision are in place. If any concerns are raised children return immediately indoors. The emergency evacuation procedure is now regularly practised and details are recorded. This ensures that everyone is familiar with this routine event and supports a safe environment for children and adults.

Complaints since the last inspection

There have been no complaints made to Ofsted 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.

THE QUALITY AND STANDARDS OF THE CARE

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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):

- improve the settings arrangements for the late collection of any child to ensure it is a clearly defined procedure to follow

- increase the opportunities for some activities to be more child led such as art and creative work and access to books.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk