



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 260155

DfES Number: 533719

INSPECTION DETAILS

Inspection Date 22/10/2003
Inspector Name Jackie Nation

SETTING DETAILS

Day Care Type Sessional Day Care, Out of School Day Care
Setting Name Coseley Health & Family Centre
Setting Address Bayer Street
Coseley
West Midlands
WV14 9DS

REGISTERED PROVIDER DETAILS

Name NCH

ORGANISATION DETAILS

Name NCH
Address Coseley Health and Family Centre
Bayer Street
Bilston
West Midlands
WV14 9DS

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Coseley Health and Family Centre Pre School and After school group opened in 2001. It is a multi agency facility sited in purpose built premises. NCH, Dudley Beacon and Castle Primary Care Trust and Dudley Social Services work together from the premises offering a wide range of services to the community.

There are currently 31 children from 3 to 8 years on roll. This includes 15 funded four-year olds. It is the admission policy of the group to allow children up to the age of 11 years to attend the After school group. Children attend for a variety of sessions. The setting currently supports children with special educational needs.

The Pre school group opens 5 days a week during school term times. Sessions are from 09:15 until 11:45. Two further sessions for rising three's run on Monday and Thursday. Sessions are from 13:00 until 15:00. The After school club operates on Tuesday and Thursday. Sessions times are from 15:30 until 17:00. Holiday care is provided during some of the school holidays. Session times are from 10:00 until 15:00.

Four members of staff work with the children. All staff have early years qualifications to NVQ level 3. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

Staff have introduced child led experiential learning, devised by Reggio Emilio to the curriculum of the nursery. The group takes part in the Effective Early Learning (EEL) accredited quality assurance scheme.

How good is the Day Care?

Coseley Health and Family Centre Pre-School group provides good quality day care for children.

The group provides a welcoming and caring environment where children are happy and settled. There are effective procedures in place for vetting staff and staff working

with the children have relevant qualifications and experience. Staff work well as a team, they are fully involved in the planning of activities and assessment of children's development. They are deployed effectively to ensure children's individual needs are met. The operational plan is comprehensive, effective and all required documentation is in place.

Positive steps are taken to promote safety in the group and ensure hazards to children are minimised. However, attention should be given to ensure trailing leads are not accessible to children. Good health and hygiene policies are in place and children are encouraged to learn about personal hygiene through daily routines. Children are provided with snacks and drinks which comply with parents wishes, although children should have access to drinking water throughout the session. Staff actively promote positive attitudes towards inclusion and work closely in partnership with parents and carers. Staff have a very good awareness of child protection, there is a written policy in place.

Children take part in a wide range of stimulating and fun play activities which helps them make progress in all areas of their development. Access to outside play is good and children are able to explore the local environment. Staff are positive and respectful to children, they value good behaviour and deal sensitively with inappropriate behaviour. Staff have a secure knowledge and understanding of the individual needs of children in their care.

Partnership with parents and carers is very good. Parents are given detailed information about the provision and information is regularly shared about their child's care and progress.

What has improved since the last inspection?

Not applicable, as this is the first inspection.

What is being done well?

- Staff are encouraged to continue training to maintain and enhance their professional development.
- Space and resources are organised effectively and staff ensure children are well supported, feel confident and secure.
- Children take part in a wide range of stimulating and fun activities which help them make progress in all areas of their development. Staff use their observations and respond to children's interests to help plan the next steps in children's learning and play.
- The setting is committed to equality and staff ensure all children are involved in activities, feel valued and good about themselves.
- Staff have a good understanding of behaviour management and inappropriate behaviour is dealt with sensitively taking into account the child's level of understanding and maturity.

- Good behaviour is valued and encouraged with an emphasis on positive behaviour.
- Staff encourage sharing and negotiation and staff help children understand the effect of the behaviour on others.

An aspect of outstanding practice:

The centre provides a warm and welcoming environment for children, their parents and carers. The group recognise the importance of working in close partnership with parents and carers to develop good care practices. There are very good relationships and interactions between all staff at the centre, parents and carers. This creates an atmosphere of mutual trust and respect which enables staff in the group to respond and cater for the needs of individual children in their care. (Standard 12)

What needs to be improved?

- the arrangements for children to have access to drinking water throughout the session
- the arrangements to prevent children's access to trailing electrical leads.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
6	Make sure that electrical leads are inaccessible to the children.
8	Ensure children have access to drinking water throughout the session.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Coseley Health and Family Centre offers generally good quality education.

Children make very good progress in most areas of development. They show concern and consideration for each other, assisting and working co-operatively. Children are aware of the expectations and boundaries of their behaviour and this is reflected in the way they conduct themselves. They are eager to learn and respond to the importance that is placed on child initiated activities by extending projects and interests. They are confident speakers and effective communicators and they develop writing and creative skills through a range of mediums that excite and enthral them.

Teaching is very good. Staff work together as a team to address each child's individual needs and overall progress. Formal planning provides a framework for development with the main emphasis on providing opportunities for experiential learning and response to child initiated activity. Detailed observations assist in setting appropriate challenges for the all children especially children with special needs. The staff value the opportunity to make a difference in the children's lives by offering a range of activities that inspire them and fill them with awe and wonder.

Leadership and management is very good. A strong, visible management team ensures that all staff feel well supported and valued. Individual skills are used effectively in the day to day routine of the setting. Their enthusiasm for the work transfers to the children who respond by developing firm positive relationships with them.

Working in partnership with parents is very good. Parents' opinions are welcomed and acknowledged. Information is given regularly identifying how parents can assist their child's learning by contributing to some topic work. An open door policy ensures that parents can feel welcome and discuss any concerns in confidence.

What is being done well?

- Staff provide a wide range of activities that inspire and challenge the children such as the use of the light table and the free access to the outdoor play area. The curriculum is guided by response to the children's interests and builds on their contributions to activities.
- Creative development is very good. Children have access to a wide range of resources and develop their imagination with unobtrusive support from staff. They have the opportunity to use natural, found materials in their day to day activities.
- The provision for children with special needs is excellent. Staff are proactive in developing an inclusion policy. They have an intuitive awareness in

meeting each child's particular needs and assessing the level of support the child will require. The flexibility of the preschool routine and the skills of the staff assist in endeavouring to develop each child's full potential.

- Management and staff constantly evaluate the effectiveness of the curriculum and its planning. This ensures that the learning objectives are met and that staff can effectively assess children's progress.

What needs to be improved?

- opportunities for children to use addition and subtraction and consolidate this in practical activities.

What has improved since the last inspection?

Not applicable as this is the validation inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children build very positive relationships with adults and each other. They are encouraged to show concern and care and behaviour is very good. Children are confident and familiar with the routine and the boundaries of the preschool. They express their feelings and emotions in a variety of ways in a safe secure environment. Personal independence is fostered enabling children to take responsibility for their choices and they can work with little need for direct input from staff.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use language confidently and chat animatedly with each other and adults. They have access to a wide variety of mark making mediums including dry wipe boards, post it pads and use of various sizes of pens and pencils. Large chalk boards are also available in the outdoor play area. This enables children of all abilities to make clear marks and use a variety of tools. Children use story language when relating Bartholomew Bear's escapades developing their imagination and concentration.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are starting to use mathematical ideas and methods to solve practical problems such as realising that two children will be able to tidy away the leaves quicker than just one child. They do not often use addition and subtraction in practical activities. They learn about chance and selection through activities such as choosing the daily helper. Children recognise that numbers carry meaning such as counting the number of children present for snack time and what time to catch the train.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have opportunities to explore their environment through simple but inspirational activities and resources. They have free access to information technology that offers a range of challenges for all children. They develop a sense of past and present linking this with projects and child initiated activities.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children develop an awareness of space and know how to use it well; they are confident in running and climbing including children with special needs. Children have free, uninhibited access to the outdoor play area which offers a range of inspirational activities to develop their motor skills. A variety of equipment offers appropriate challenge to children of all abilities. Children understand the changes in their bodies when they are active and the importance of being healthy.

CREATIVE DEVELOPMENT

Judgement: Generally Good

A varied and well resourced art and craft curriculum enables children to develop their imagination and express themselves creatively. They develop their own ideas and encourage the staff to participate. They develop an awareness of different forms of music, singing and stories. Free access to the majority of resources allows children to be spontaneously creative. This is limited in the area of access to musical instruments which tends to be arranged more formally as part of the curriculum.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Develop opportunities for children to use mathematics to problem solve and develop an understanding of addition and subtraction through practical activities.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.