



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY240386

DfES Number: 539687

### INSPECTION DETAILS

Inspection Date	28/09/2004
Inspector Name	Fiona Stephenson

### SETTING DETAILS

Day Care Type	Full Day Care, Sessional Day Care, Creche Day Care
Setting Name	Sure Start Beaumont Leys & Stocking Farm Centre
Setting Address	20 Home Farm Walk Beaumont Leys Leicester Leicestershire LE4 0RW

### REGISTERED PROVIDER DETAILS

Name	Mrs Mala Razak
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## 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

Sure Start Beaumont Leys and Stocking Farm opened in 2002. It operates from a purpose-built modern building in the Home Farm area of Leicester. The centre serves the Sure Start area of Beaumont Leys and Stocking Farm.

There are currently 11 children from three to four years on roll. There are 10 funded three-year-olds and one funded four-year-old. The setting currently supports three children with English as an additional language and children with special needs.

The Centre opens four days a week and sessions are from 12:30 to 15:00 Mondays, Tuesdays, Thursdays and Fridays.

There are currently three full-time staff working with the children. All have early years' qualifications to NVQ level 3. The setting receives support from a teacher/mentor from the Leicester City Early Years' Development and Childcare Partnership.

### How good is the Day Care?

Sure Start Beaumont Leys and Stocking Farm Centre is providing good quality care for children. There are good staff-to-child ratios in place, and staff are provided with good training opportunities. The premises are safe and secure, and well located to serve the needs of the families in the Sure Start area. There is a very good range of activities available for children's play. Furniture and equipment are of good design and condition. All relevant policies and procedures are in place and staff have a good working knowledge of them.

Good safety is promoted throughout the setting, and one area identified as less safe in the inspection is currently awaiting maintenance work. Good attention is paid to health and hygiene both in the staff's good practice when serving food and cleaning tables, and in staff's encouragement to children of good personal hygiene. Children are provided with a nutritious fruit snack during the sessions. Staff have a good understanding of child protection issues.

Children thoroughly enjoy the activities available to them, and they have good access to a wide range of resources for play. Resources reflect good anti-discriminatory practice. Staff are good role-models for children and use praise and encouragement well to support good behaviour, however disruptive behaviour is not effectively managed at all times. Staff demonstrate a good understanding of the individual needs of each child, and work well with children who have special needs and English as an additional language.

Partnership with parents is good. Staff work well with parents, and engage well in informal discussions at the end of each session, as well as providing parents with good written information about the care and learning their children will receive during session time. Time is well spent with parents on a one-to-one basis to improve staff's understanding of the individual needs of their children.

#### **What has improved since the last inspection?**

Not applicable.

#### **What is being done well?**

- Children have an excellent range of easily accessible resources and equipment for both indoor and outdoor play.
- Staff are good role-models for children, and improve children's self-esteem and confidence through effective use of praise and encouragement.
- The premises are safe and secure, and good risk assessment systems are in place.
- The setting has good policies and procedures in place to support children's care and safety.
- Staff work well in developing care partnerships with parents.

#### **What needs to be improved?**

- behaviour management in adult-led group times
- the inaccessibility of the side passage next to the children's play area

#### **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	ensure children do not have access to the side passage by the children's play area
11	develop staff's awareness and understanding of effective ways to manage children's behaviour during adult-led activities

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

### How effective is the nursery education?

Sure Start Beaumont Leys and Stocking Farm Centre provides good quality nursery education overall, which enables children to make generally good progress towards the early learning goals in all six areas of learning, with some very good aspects in communication, language and literacy, and creativity.

The quality of teaching is generally good. Permanent staff have a good understanding of the early learning goals and the stepping stones towards these. However, curriculum planning, although covering all areas of the curriculum, does not sufficiently link into the individual assessments of children's progress, and the cluster areas in each area of learning are not always sufficiently re-visited to secure children's learning before moving on. Staff have records of each child's progress, although these are not updated sufficiently regularly to be an effective tool to planning for children's 'next steps' and their progress is not always clearly defined. Staff manage children's behaviour well during free-play activities, however behaviour is less well managed during adult-led activities, such as circle time. Staff work well to support children with English as an additional language or particular needs in speech and language.

The leadership and management is generally good. Management have a high commitment to the care and learning of children attending. They are aware of the strengths and weaknesses of the setting, having already identified prior to inspection the need to improve planning.

The partnership with parents is generally good. Staff work hard to engage parents in the care and learning of their children. There is good information on the parents' notice board about activities and learning outcomes, and good information is given about activities that can be undertaken at home. However, there is not sufficient information given to parents about their own child's progress or 'next steps' and how they can help support this in the home environment.

### What is being done well?

- Children have excellent opportunities to mark make when involved in creative play, such as chalking and painting; when playing in the writing corner; and through access to mark-making equipment in role-play scenarios.
- Children have good opportunities, and are encouraged well by staff, to develop their conversational skills and language for thinking, through one-to-one work with staff and during daily routines such as snack time.
- Children enjoy construction and make good models. They have excellent resources to support their purpose and enjoyment.
- Children are developing their counting skills well, and have good opportunities to match and sort.

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| <ul style="list-style-type: none"><li>● Staff make very good use of praise and encouragement to develop children's self-esteem and confidence, and are excellent role-models for the children.</li></ul> |
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<b>What needs to be improved?</b>
<ul style="list-style-type: none"><li>● the curriculum planning, to give children time to absorb their learning experiences and to re-visit the cluster areas to secure and extend their growing knowledge</li><li>● the regularity of children's individual assessments, and to ensure children's next steps in learning are effectively used for informing the planning process</li><li>● the management of adult-led group activities to ensure that the needs of all children are met and that they have clear behavioural boundaries</li><li>● the partnership with parents to provide them with information concerning their own child's 'next steps' in learning and how these can be supported at home.</li></ul>



<b>What has improved since the last inspection?</b>
Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children demonstrate high levels of excitement and enthusiasm for activities. They behave well during free-play and are progressing in their understanding of the need to share toys and resources. They demonstrate growing independence in their play and select resources for themselves. Some children behave less well during adult-led activities and are easily distracted, thereby limiting the learning opportunities for others in the group.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children for whom English is an additional language are progressing well in their understanding and speaking of English and children with special speech and language needs are being given good support. More able children are readily conversing with each other and staff during the session. They all demonstrate an enjoyment of books and enjoy mark making with the many materials available to them. However, there is insufficient support given to children for linking sounds to letters.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children make good progress in counting, using registration as an opportunity to count up to 10. They use their number knowledge in routine activities, such as taking two grapes from the bowl at snack time. They have good opportunities to sort and match, and are progressing well in this area. They are aware of size and positional language and display confidence in their use of this. However, children are insufficiently developing their early calculation skills during daily routines.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are provided with good opportunities to develop an understanding of their families and the families and cultures of others. They use construction toys purposefully and enjoy junk modelling where they choose their own materials to build models. They have a growing understanding of time, and more able children can identify the days of the week. However, they have insufficient use of information and communication technology or programmable toys.

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children move well in both the indoor and outdoor environment, making good use of the steps and fencing outside to run up and down, jump, crouch, and hide. They have good opportunities to develop their small muscles and use tools and materials such as paint brushes, trowels and glue spreaders well. Planning does not sufficiently address children's progress in large muscle movements, and outside play at times lacks direction.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Children enjoy the free access to materials to independently make collages. They have good access to musical instruments and explore sound for themselves, although there is insufficient direction in this for more able and older children. Children use their imaginations well in the role-play corner, during construction and small world activities, and when playing outdoors. They enjoy singing favourite songs and are encouraged to put actions to the songs.	

<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>
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## **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**

- ensure children's progress is assessed regularly, and their 'next steps' in learning for each area of the curriculum are clearly identified
- ensure the 'next steps' effectively inform the planning process, and that they are communicated to parents to enable them to support learning in the home environment
- provide children with opportunities to secure their knowledge and understanding of all the clusters in each area of learning by re-visiting them sufficiently
- improve behaviour management of children in adult-led group activities to ensure children's learning is not compromised.

*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.*