



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 511506

DfES Number: 525029

### INSPECTION DETAILS

Inspection Date 20/04/2004  
Inspector Name Verlyn Ulanda Blake

### SETTING DETAILS

Day Care Type Out of School Day Care, Full Day Care, Creche Day Care  
Setting Name Belvedere Early Years Centre  
Setting Address Belvedere Road  
Broadwalk, Salford  
Manchester  
M6 5EJ

### REGISTERED PROVIDER DETAILS

Name . The Director of Education and Salford City Council

## 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

Salford City Council Belvedere Early Years Centre has been registered since the 28th of November 1980. It is situated on an estate in the Broadwalk area of Salford, Lancashire.

The Centre is open from 08:00 until 17:30, Monday, Tuesday, Wednesday and Friday, and 08:00 until 14:30 on a Thursday, throughout the year with exception of Bank Holidays and a weeks closure at Christmas. In addition the Centre closes for three days during the year for planning and staff development.

The nursery is purpose built. Children have access to two large open plan playrooms. There are two enclosed areas available for outdoor play.

The nursery serves the local community and many surrounding areas. The Centre operates an admission policy, to qualify children must meet a specific criteria.

There are 70 children on roll from two years to four years. This includes 35 funded three year olds and five funded four year olds. Children attend on a full or part time basis. The Centre supports 28 children with special needs and 10 children who speak English as an additional language.

A team of 17 staff are employed, of these 13 work directly with the children. All of the staff have Early Years qualifications to NVQ III. A qualified Early Years teacher is employed. The Centre is supported by the Foundation Stage Consultant from the Early Years Development and Child Care Partnership (EYDCP), Speech Therapist, Educational Psychologist, Portage and other professional agencies.

In the community area of the building Salford Early Years Team provide a holiday play scheme; in addition throughout the year courses related to early years are offered to the community and a crèche is available. These facilities are offered to a maximum of 12 children and do not always operate concurrently.

### **How good is the Day Care?**

Belvedere Early Years Centre provides good quality care for children. Effective vetting procedures are in place. The excellent organisation and staff deployment enables staff to work closely with children offering good care and support. Staff communicate, and work well as a team. A bright, attractive, stimulating, environment is provided, though the range of children's work displayed is limited. The Centre is very well resourced, toys and play materials are in a good state of repair. Policies and procedures are reviewed regularly and kept up to date. Documentation is in place, though parents signatures are inconsistently acquired.

Staff have a good understanding of safety issues, regular safety checks are carried out both inside and out, prior to children gaining access; though some of the outdoor play area for the under three's is unsafe. High standards of hygiene are encouraged and maintained. Snacks and drinks are nutritious and varied and specific dietary needs are well catered for. Staff are experienced in meeting children's specific and individual needs. They are familiar with and work to the settings child protection policy.

Children are settled and relaxed in their environment. They have free access to an extensive range of resources which develops their independence and social skills. Adult led activities are well planned and adapted to meet specific developmental needs. These ensure children progress to their next stage of development. Staff show a good understanding of equal opportunities issues and have a sound understanding of the children's backgrounds, ensuring their individual needs are successfully met. Children are very well behaved.

There is a commitment to developing and maintaining strong links with parents. They are provided with a wealth of information about the provision as a whole and their individual child's development on a regular basis. They are encouraged to contribute to their child's development and feel apart of the Centre.

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

At the last inspection the provider agreed to ensure all staff are appropriately vetted, and ascertain the suitability of checks undertaken by agencies supplying staff cover. These actions have been complied with. All staff working on the premises are appropriately vetted, ensuring children's safety.

Record accurately daily times of attendance for staff and children. All staff and children are signed in and out of the premises, ensuring that the person in charge knows who is on the premises at all times.

Include Ofsted's contact details in the complaints procedure for the centre, provide evidence that the new extension complies with any recommendations made by the fire department, and secure the laundry. Ofsted's details have been included, this policy is made accessible to all users of the centre, and documentary evidence in place to confirm that the building complies with fire recommendations, and a bolt has been placed on the laundry door, thus ensuring children's overall safety.

Develop resources to provide positive images of disability. Resources have been developed. Children now have free access to a range of resources reflecting positive images of disability.

Acquire the carers signature for each day medicine is administered. This is inconsistently sought.

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

- Partnership with parents is very well managed. They are provided with relevant and interesting information prior to their child starting. There is a flexible settling in period for new starters and information about the provision and individual children is provided regularly either in written form or verbally. Their views are valued. Such measures ensure all parties are happy with the provision both in terms of their development and safety.
- Behaviour management techniques are appropriate, effective and consistently applied. Manners are encouraged at all times and a calm atmosphere of mutual respect and trust has been created through which children take responsibility for their own actions. Staff continually praise and encourage children raising their self confidence and esteem.
- Staff clearly know the children well, and establish positive relationships, ensuring that their individual needs are met, in accordance to parents wishes. Activities are stimulating and motivating and enhance the learning and understanding of the children. Children have well developed personal and social skills.
- The centre has an excellent range of resources, which are continually replenished. They are well maintained, clearly labelled and organised to allow independent access by children to lead and add to their freely chosen play. They are also able to develop a sense of responsibility. The nursery draws on community based resources to widen children's learning and play experiences.
- The area of equal opportunities is well promoted within the centre, and regularly revisited through staff training. Staff have due regard to the individual needs of children, seeking a wealth of information from parents to provide appropriate care. Specific needs are sensitively met. Staff strive to provide a fully inclusive service. The designated person has a secure knowledge and understanding of the code of practice and its requirements. This knowledge is shared with all staff.

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

- the safety of the outdoor play area for the under three's
- the children's work displayed in the environment
- the consistency of gaining parents signature on all forms
- the use of mathematical language promoted through children's freely chosen

play.

### 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
4	Review the balance of children's work displayed in the environment.
6	Ensure the overall safety of the under three's outdoor play area.
7	Make sure parents signatures are consistently obtained for all medication administered, and accident records.

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

### How effective is the nursery education?

Belvedere Early Years Centre provides good-quality nursery education overall which enables children to make generally good progress towards the early learning goals. Provision for their personal, social and emotional development is particularly good and they make very good progress in this area.

The quality of teaching is generally good. Staff are clear about their roles and responsibilities. They deploy themselves effectively to support children's learning in planned activities and during child initiated play. Staff have a secure knowledge and understanding of the Foundation Stage and plan a range of stimulating activities linked to the six areas of learning. However activities are not always extended to provide sufficient challenge, particularly in literacy and mathematics. There are useful systems in place to assess and record children's progress which are used effectively to inform planning. Children with special needs are supported well by staff who are aware of their individual needs and set appropriate targets to promote their development. The environment is very well organised with good quality, plentiful resources promoting children's independence and choice. Children behave very well in response to the high expectations and sensitive support of staff.

The leadership and management is generally good. The management and staff work well as a team and are committed to the continued improvement of the provision. Staff have regular opportunities to attend training to update knowledge and skills. Strong leadership and positive teamwork contribute to the harmonious and effective learning environment.

The partnership with parents is very good. Parents are warmly welcomed and have high regard for the centre and the progress their children are making. The centre is pro-active in working with parents to support their children's learning and report both formally and informally on their progress.

### What is being done well?

- Children benefit from a rich learning environment which is very well organised, stimulating and orderly. Good use is made of the indoor and outdoor areas to promote children's overall development.
- Children are interested and motivated to learn, concentrating very well for considerable periods of time in their self-chosen activities. They behave very well and respond well to staff's constant praise.
- Staff develop good relationships with the children so they feel happy and secure. They use effective questioning techniques, appropriate to children's level of understanding, to challenge their thinking.
- Strong leadership, management and team work lead to an effective learning environment and good standards.

- Children with special educational needs are supported well by staff who have a good understanding of their needs and work closely with parents and outside agencies to provide appropriate activities to support their learning.
- Partnership with parents is very good. Staff have established positive relationships with parents and good systems are in place to keep them well-informed about their children's progress.

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

- the opportunities for more able children to link sounds to letters, begin to form recognisable letters and numbers, and record their observations and predictions
- the opportunities for children to develop their fine motor skills further
- the opportunities for younger children to become involved during songs.

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

Very good progress has been made implementing the two points for consideration raised at the last inspection. Staff record their observations of children's responses to learning regularly and consistently and use these to inform their planning and monitor children's progress.

Staff plan and provide opportunities for children to work in small groups on directed tasks and this is clearly linked to children's ages and ability levels to help children make good progress.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy and secure in their environment and in their relationships with adults and other children. They work independently, confidently choose between activities and co-operate very well in small groups. Children are motivated to learn and concentrate very well spending time at activities and persevering with tasks. Children's behaviour is very good, they are aware of the boundaries set.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are developing their language and listening skills through role play, story time and child initiated activities and respond appropriately to simple instructions and questions. They listen well to stories and enjoy sharing books. Children make good use of the many opportunities to mark make however, more able children have few opportunities to begin to write letter shapes as part of their play and link sounds and letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children show an interest in numbers, counting and number problems during number rhymes and stories. More able children count beyond five and name some numerals accurately, however, have few opportunities to record numbers. Children are developing an understanding of mathematical language such as 'big', 'full' and 'empty' as they fill different size containers in the water and sand. They show an interest in shape and fitting pieces together whilst completing jigsaws.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children show curiosity and explore a range of materials, objects and living things using a variety of senses. They show an interest in similarities, differences and change as they make playdough although do not record their observations and predictions. They have good designing and making skills as they build with blocks and create models using a range of construction kits. Children show an interest in technology as they investigate interactive displays and use the computer independently.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move around the environment freely and with confidence, negotiating space successfully. They manoeuvre wheeled toys with good control, kick balls, jump and climb on and off apparatus. Children are confident in using a variety of small tools however, do not have sufficient opportunities to refine their fine motor skills and use equipment independently. They are developing an awareness of healthy practices such as hand washing during established daily routines.



**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children represent their ideas and feelings through a range of art and craft media. They are beginning to differentiate colours and express themselves freely in art as they paint and draw. Children enjoy listening to music and songs, although younger children rarely join in songs. Children are beginning to use their imagination in role play as they pretend to eat playdough and clean up in the home corner.

**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**

- Increase the opportunities for more able children to link sounds to letters, form recognisable letters and numbers, and record their observations and predictions
- Develop opportunities for younger children to join in during songs.

*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.*