

Wayfield Sure Start Children's Centre

Inspection report for early years provision

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Inspector

John Viner

Setting address

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Wayfield Sure Start Children's Centre Nursery is situated in Chatham, Kent. It opened in 2006 and operates from a separate open-plan building on a site shared by the Children's Centre and Wayfield Community Primary school. It is registered on the Early Years, compulsory and voluntary parts of the Childcare register. There is a separate room for younger children to rest and sleep. The day nursery includes year-round crèche facilities and wrap around care for children attending the Foundation Stage at the primary school. A maximum of 33 children may attend the nursery at any one time. The nursery is open each weekday from 7.30am to 6pm for 50 weeks of the year. All children share access to a secure enclosed outdoor play area. There are currently 35 children aged from seven months to under five years on roll. Of these 11 receive funding for nursery education. Children come from a wide catchment area. The nursery currently supports a number of children with learning difficulties and also supports a number of children who speak English as an additional language. The Children's Centre manager works closely with the school to ensure there is an integrated service. The nursery employs nine staff. All staff, including the manager hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Adults know the children very well and so plan successfully to promote their learning and welfare. Children settle quickly, feel safe and secure and so enjoy their learning. There are excellent partnerships with the children's centre and the linked primary school and these make a significant contribution to meeting the needs of all children.

The strong, purposeful leadership of the manager and the involvement of all staff in robust self evaluation means that there is a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- increase opportunities for, and variety of, mark-making and counting in the outside area by providing permanently displayed letters and numbers
- develop further the use of assessment information so that children's progress can be analysed in greater detail and challenging targets set.

The effectiveness of leadership and management of the early years provision

The manager provides decisive and inspiring leadership of a well-qualified team

who share her vision and work together to make this a setting where children feel safe, valued and special. As a result children enjoy their learning and make good progress. There are very robust systems in place to keep children safe and to ensure that child protection training is up to date. All adults, including parents and carers, have a thorough understanding of the systems in place to ensure the safety of the children and apply them at all times. All associated policies and procedures are in place and rigorously applied. This is an improvement since the last inspection when the setting was asked to improve adults' understanding of some of the policies. The systems that support the day-to-day running of the setting are excellent and make a strong contribution to its effectiveness. Self-evaluation is robust so the leaders have a clear understanding of the setting's strengths and weaknesses and this is bringing about steady improvement. For example, they have identified the need to improve adults' understanding of children's progress and have realistic and achievable plans to do so. The setting enjoys outstanding partnerships across the children's centre and with the local authority. When children transfer to the main school they are well prepared and already familiar with their teachers. Children with special educational needs and/or disabilities benefit from the good partnerships that the school builds with external agencies. Those for whom English is an additional language are well supported; they engage with the full range of learning opportunities and adults work hard to build their communication skills. The setting has successfully built a trusting partnership with parents whose views are sought, listened to and acted on. Parents and carers are regularly invited to discuss their children's welfare and progress and this helps the staff to know the children well and work as a team to plan for them effectively. All staff contribute to observational assessment and use the information well to track children's progress. They therefore know how well each child is developing, although assessment information is not yet used to compare the progress of different groups. The exceptional knowledge of each child's circumstances and developmental needs is a core strength of the setting. The staff ensure that all children are treated equally and kept free from discrimination. The building is clean, bright and well-appointed and resources are plentiful and in good order. The large outdoor area provides children with a rich learning environment, with plenty of natural shade and a well-equipped sheltered space so that it can be used in all weathers. Parents and carers agree that the setting gives their children confidence and a good start in their education; one remarked that it was 'a paradise for children'.

The quality and standards of the early years provision and outcomes for children

Children make good progress in their learning and development because staff have a very clear understanding of individual needs and can therefore plan to meet them. There is very good provision for children's welfare that shows in the excellent relationships they have with staff. The youngest children quickly feel safe and cared-for when they join the setting and are soon ready to learn. One parent commented that her child 'never wanted to go home' and the parent of a new child who spoke no English remarked that he nevertheless loved going to the nursery. Children rapidly develop independence and self-confidence that helps them to enjoy their learning and contributes to the smooth running of the setting. This is

seen in the way they prepare for snack time, washing their hands with little or no prompting and selecting their own healthy food. They demonstrate good cooperative behaviour in the busy outdoor area and are aware of how to keep safe around the large toys. Staff work as a team to plan activities that are carefully structured to create a rich learning environment where children thrive. This helps children to develop very positive attitudes to learning and an interest in the world around them which they display, for example, in their delight in exploring the many activities in the outside area. The provision for children with special educational needs and/or disabilities is effective because each child is known individually and all staff understand how to tailor support to help them. Learning opportunities are presented to the youngest children in ways that quickly engage them and help them to make progress. When the youngest children are ready they join in with the activities of the older children and this helps them to develop independence. The planned activities promote all areas of learning and the adults quickly react to children's interests with a range of stimulating learning activities. However there is not yet sufficient provision in the outside area to support children's understanding of numbers and letters. Adults take children seriously and involve them in decisions about their learning. They support children's learning by talking to them and singing with them. They ask questions to extend their understanding and vocabulary. Because of the way they are involved in the life of the setting children's social development is excellent. They behave very considerately and politely to staff and to each other and they care for each others' safety and show great trust in the adults who care for them. As a result the setting is calm and ordered and children are well prepared for the next stage of their learning.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met