

Little Hulton Sure Start Children's Centre

Inspection report for early years provision

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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).

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

Little Hulton Sure Start Children's Centre has been registered since 2001. The facility operates from a purpose built building in the Salford area. The Centre opens each weekday from 08.00am to 06.00pm for 51 weeks of the year. Children have access to three nursery rooms, the creche room and community playroom. Two outdoor play areas are available to the children.

The facility is registered to care for 83 children aged under five and 12 children in the creche facility. Currently there are 63 children roll, who attend for a variety of sessions each week. Of these, 18 children receive funding for nursery education. The centre supports a number of children with special educational needs and physical disabilities.

There are approximately 20 staff who care directly for the children. All the 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.

Strong leadership and management and effective support from the practitioners ensures that the individual needs of children are very well met. The excellent relationships between staff and children, and the use made of key worker knowledge of individuals, to challenge and develop new learning, encourage confidence and independence are major strengths. Relationships with parents and other adults involved in the children's lives are clear contributors to the good progress children make. Improvements since the last inspection and self-evaluation informed by the staff, children and other professionals is realistic in identifying improvement and areas of future development and indicates their clear ability to build on their many achievements.

What steps need to be taken to improve provision further?

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

- increase parental involvement in the self-evaluation systems and their opportunities to influence further development.

The effectiveness of leadership and management of the early years provision

Robust safeguarding policies and procedures are very effective in practice. Practitioners are diligent, confident and self-assured in child protection matters. Their wide ranging experiences underpin their excellent understanding of their roles and responsibilities in protecting the children in their care. Rigorous procedures for assessing the initial and ongoing suitability of staff are stringently

implemented. Warm and welcoming premises are extremely secure and well maintained. The in-depth use and understanding of risk assessment, policies and procedures enhances all aspects of children's safety. Consequently, risks to children are managed very effectively, which allows them to develop independence, initiative and confidence as they move freely and safely in and around their environment.

The management team and their staff share a common sense of purpose and work well together to ensure that all the children have consistent opportunities to achieve and maximise their individual potential. Frequent team meetings, support sessions and annual appraisal effectively reviews practice and motivates practitioners. Professional development of practitioners is well supported and its value can be seen in many areas of the nursery practice. Reflecting on their practice and evaluating their setting is a growing skill amongst the whole team. Managers actively seek input from staff, children and other professionals which effectively identifies and prioritises future development. However, parents have less of a voice in this area. Inspection is valued by the setting as a means of improving the quality of their provision. Recommendations from the previous inspection have been tackled robustly resulting in significant improvements in the outcomes for children who attend.

The organisation of the environment enables all children to freely access learning opportunities and experiences which significantly fosters their initiative and independence. Children clearly know where and how to find resources to follow-up their own ideas and interests. Plentiful, high quality, toys and equipment is well maintained. The deployment of practitioners ensures children can make secure relationships and enjoy consistency. Relationships with inter-agency teams are very well established and records and information sharing is first class. This ensures practitioners have rigorous knowledge of children's backgrounds and needs and enables them to recognise each child as unique and tailor the appropriate individual support.

Strong partnerships with parents contribute to the rapid progress children are making towards the early learning goals. Practitioners share their knowledge and expertise of the Early Years Foundation Stage with parents verbally and through displays. Parents are encouraged to be involved in their children's learning. They contribute information and comments to their children's learning journeys to build a more complete picture of their child's skills, abilities and knowledge. Effective partnerships with local schools underpin the smooth transition processes for children as they move on.

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

Children are very well settled in the nursery and spend their time engaged in interesting and meaningful activities. They are confident, highly motivated and participate excitedly in play situations that correspond to their interests. Children form very good relationships, both with adults and their peers actively seeking

them out to participate in activities, share an achievement, for help, to chat or simply for a hug. Relationships and children's social skills are significantly enhanced through 'cosy time' sessions and at mealtimes. Established routines and high expectations of behaviour are evident in the exemplary relationships children develop with their peers and have with their key workers.

Practitioners encourage children to be hands-on learners thus motivating them to take part in activities. A well balanced day and skilful adult support encourages children to explore, discover, initiate their own play and extend their ideas. The well-stocked and attractive continuous play provision facilitates choice for children of all ages and abilities. Observation and assessment is an intrinsic part of staff practice and effectively consolidates and challenges new learning for every child in their care. In addition, effective information sharing facilitates staff's solid understanding of the backgrounds and needs of children with special educational needs and/or disabilities and English as an additional language. This results in all children who attend consistently achieving and making strong and steady progress based on their starting points and abilities.

Activities, such as role play in the home area, the unearthing of mini beasts, planting and nurturing strawberries, vivid storytelling and the sound of bells ringing or lights flashing capture the children's interests and promote their learning effectively. Their independence is fostered through well organised indoor and outdoor environments where children can explore and discover for themselves, following their interests and extending their ideas. This is because they know what is available, resources are at their height and are easily accessed by them. They eagerly pull on wellingtons and rain suits as their play extends outdoors because they know about keeping dry to keep healthy. The children behave in ways that are safe for themselves and others with effective support from the staff. They respect each others individual space, take turns on equipment and confidently move themselves and their toys around in a sensible manner.

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	2
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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

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

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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