

Belvedere Sure Start Children's Centre

Inspection report for early years provision

Unique reference number	511506
Inspection date	17/11/2010
Inspector	Susan Heap
Setting address	Belvedere Road, Broadwalk, Salford, Manchester, M6 5EJ
Telephone number	0161 778 0051
Email	
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

Belvedere Children's Centre is managed by Salford City Council and opened in 1998. It operates from four rooms and associated facilities in a residential area of Salford. Children have access to three enclosed outdoor areas. The centre is open Monday to Friday from 8am until 6pm. The building is fully accessible. The setting supports children with English as an additional language and/or special educational needs and/or disabilities.

The centre is registered on the Early Years Register. A maximum of 90 children in the early years age group may attend at any one time. There are currently 69 children in the early years age group on roll. This includes a number of two, three and four-year-old children who are in receipt of nursery education funding. The centre is also registered on both parts of the Childcare Register.

There are 14 members of staff who work with the children, all of whom, hold appropriate early years qualifications at Level 3 or above. The centre is supported by other professional agencies and departments, such as Speech Therapy, Portage, Educational Psychology and an advisory teacher from Children's Services.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff have a secure knowledge and understanding of how children learn and develop. They place a high priority on valuing the uniqueness of each child. Consequently, children's attainment in relation to their starting points is good. Procedures and practices successfully contribute towards the safety and welfare of the children. Purposeful partnerships with parents and other professionals involved in the lives of the children ensure that everyone works together to support the children consistently. The whole staff team are enthusiastic and committed to improvement through self-evaluation and being reflective practitioners. This means that priorities for development are realistic, successfully identified and acted upon, and improve the outcomes for all children.

What steps need to be taken to improve provision further?

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

- develop ways of involving children in self-evaluation by contributing their views and suggestions about the provision.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust, carefully managed and in the main fully understood by those who work with the children. For example, all staff, contractors and staff from other professional agencies are fully vetted and disclosure numbers are recorded. If these are not available, visitors are escorted at all times while on the premises by a member of the management team. Effective procedures are in place for identifying any child at risk of harm along with effective liaising with the appropriate agencies. Comprehensive risk assessments of the setting and any outings are undertaken to monitor hazards and keep children safe.

Space, time and resources are very well organised to meet children's changing developmental needs. Staff continually reflect on their daily practice and are committed to future developments to improve outcomes for children. For example, in the baby room more space has been made available for mobile children to crawl and climb. They clearly recognise the differences in how boys and girls learn and have created a larger construction area in the toddler room due to the high number of boys attending. They are enthusiastic and fully supported by the management team to improve their knowledge and skills. They access a variety of training courses which enable them to continually enhance their skills and improve outcomes for children. Consequently, the staff team develop a strong sense of pride in their daily work. All recommendations raised at the previous inspection have been successfully addressed and have had a positive impact on the outcomes for children.

There is a common sense of purpose between the staff who work well together as a team and partnership working with other professionals is well established. Consequently, they provide an inclusive environment where all children have the opportunity to enjoy and achieve given their starting points and capabilities. Good systems are in place to inform parents about their child's developmental progress and achievements. For example, there are ongoing daily discussions and regular meetings. Questionnaires are also used to seek their views to inform future development, such as the outdoor area for preschool children. Parents comment positively on the high quality of care and support offered to their children and themselves as a family.

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

Children have good opportunities to enjoy a wide range of activities which help to promote their health and well-being and develop their understanding of the importance of a healthy lifestyle. They benefit from access to the outdoor environment and enjoy fresh air on a daily basis. Younger children sleep safely in their buggies while older children enjoy digging in the sand, dancing to music or playing cooperatively together using wheeled trucks. Healthy eating is effectively

promoted as children grow their own beans, lettuce, potatoes or mushrooms. They are actively involved in the food process by planting, caring for, harvesting and cooking their produce.

The premises are safe and secure because staff place great emphasis on children's safety. As a result, children move around confidently and demonstrate a clear understanding of how to stay safe without any adult prompting. For example, children remind each other not to run while indoors and to put their aprons on before a painting activity. Planned activities, such as visits from the fire service or practising stopping at the traffic lights while riding their bikes, further extend children's learning opportunities.

Children participate in a wide and balanced range of activities designed to stimulate their interest and challenge their learning. Planning systems are effective and reflect on children's individual interests which results in activities which are meaningful to each child. Children's starting points are identified during the initial induction period. Close liaison with parents ensures consistency of care is maintained and that they are continually involved in their care and learning. The staff team provide a happy, friendly and welcoming environment for children and their parents. Lots of laughter, singing and conversation are evident as staff effectively interact with the children, talking at their level. Children enjoy engaging staff in their play and a flexible approach enables them to act out their current interests. For example, they enjoy filling buckets of water and making puddles bigger so that they can splash in them. Children's interest in pirates results in this being extended through stories and imaginative play, with dressing up clothes or with figures in the water tray. Children concentrate and are actively involved for long periods on their chosen activity. Although children have good opportunities to make choices in their play, systems to involve them in some of the decision-making procedures by contributing their views and suggestions are not fully developed.

All children have lots of opportunities to explore and investigate through sensory play, such as exploring play dough, cornflour and custard powder. They use magnifying glasses to view their miniature gardens or beach scenes. Children benefit from being provided with real foods in the home corner, such as cornflakes and pasta. This enables them to act out real life experiences. Children have good opportunities to express their creative ideas through painting and mark-making using a variety of materials, such as crayons, pens, paints, large sheets of paper and chalkboards. A recent success has been the staff's strong commitment to narrowing the gap for children's development in language and literacy. As a result, through a good range of planned and purposeful activities children are showing a strong improvement in this area. Children make good use of the communication friendly spaces as they sit on large floor cushions and snuggle up to a member of staff, as they read books and stories. They become familiar with technology as they use digital cameras to take photographs of each other and play games on the interactive whiteboard.

Children behave very well as they are encouraged to respect each other and value each other's differences and needs. They develop their understanding of diversity by participating in a variety of celebrations. Visits to the local gym and swimming

pool enable children to develop and extend their physical skills as well as their knowledge of the local community. Children are regularly praised, encouraged and their individual achievements are valued which encourages their self-esteem and confidence. For example, in each room a sample of children's work and experiences are displayed, entitled 'My personal story'.

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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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	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	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
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