

# Hythe Bay Children's Centre

Inspection report for early years provision

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**Unique reference number**

127272

**Inspection date**

13/12/2010

**Inspector**

Jenny Kane

**Setting address**

Hythe Bay Church of England Primary School, Cinque Ports  
Avenue, Hythe, Kent, CT21 6HS

**Telephone number**

01303 267802

**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

Hythe Bay Children's Centre Nursery has been registered since 2000. It is managed by a board of trustees, and has charitable status. The main nursery operates from a self-contained area within the Hythe Bay Primary School in the Cinque Ports Avenue area of Hythe. There is also a sessional pre-school and out of school facilities within the registration. These operate from a separate building in the school grounds which also accommodates the family support services and children's centre.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 69 children under eight years may attend at any one time, of whom 15 may be under two years. There are currently 101 children on roll aged from three months to five years. Of these, 39 receive funding for nursery education. Children attend for a variety of sessions on a full or part-time basis.

The nursery is open from Monday to Friday from 8am to 6pm all year round. Children have access to a secure, enclosed outdoor play area. The nursery is readily accessible with ramps and facilities for disabled users. Staff support children with learning difficulties and/or disabilities and children who speak English as an additional language.

There are 18 staff working with the children, all of whom hold relevant early years childcare qualifications. The manager and deputy both hold early years degrees and have Early Years Professional Status. The nursery also employs a cook and an administrator. It receives support from the school's early years team, staff within the children's centre and from the local authority early years advisor.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in the Early Years Foundation Stage because practitioners have a secure understanding of how to implement the framework and demonstrate a good commitment to working together with other professionals, although not all links are fully developed at present. Safeguarding is clearly a high priority for all staff. Good teamwork and excellent partnerships with parents ensure the nursery provides an inclusive and welcoming environment for children and their families. Managers and senior staff are clear about their aims; they have a good understanding of the strengths and weaknesses of the provision and use reflective practice and self-evaluation to identify areas for continued improvement. They have successfully addressed and extended previous recommendations, and have rigorous action plans in place. These measures help staff to continuously improve the outcomes for children.

## **What steps need to be taken to improve provision further?**

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

- develop the use of planning and observational assessments to show how well children are progressing towards the early learning goals
- develop further the partnerships with other settings to improve sharing of information and the transition for children.

## **The effectiveness of leadership and management of the early years provision**

The nursery has highly effective policies in place to ensure children are safeguarded and well protected. Rigorous and robust recruitment and vetting procedures ensure staff and volunteers are suitable to work with the children. The manager and her staff have an excellent awareness of child protection issues and reporting procedures. All staff have attended safeguarding training. The comprehensive and clear safeguarding policies are shared with parents, so helping them understand the nursery's role and responsibilities. These are clearly understood by staff members, who implement them very well to safeguard children.

Staff have a very high commitment to promoting children's safety. Risk assessments are effective and staff share the tasks of carrying out ongoing daily checks of the equipment and all areas to reduce and eliminate risks. The environment is bright, welcoming, well equipped and has plenty of visual stimulation. Staff take responsibility for monitoring particular areas of the nursery, ensuring the space is stimulating and conducive to children's learning. The resources are in good supply, attractively displayed and support individual children's developmental needs.

Staff promote equality and diversity well. They demonstrate a good understanding of children's individual needs, identify quickly if children need additional support and actively work with parents and other professionals to ensure all aspects of children's welfare and development are met. Although the manager is proactive in forging links with local schools and other providers, some settings have yet to become involved in sharing information. However, liaison with the children's centre, teaching staff and another pre-school on the same site as the nursery are well established and beneficial to the children.

Partnership with parents and carers is a main strength of this nursery. Before children start, staff gather as much information as they can to ensure they settle. This is achieved through a home visit, clear discussion about children's starting points and good settling-in periods. As soon as they start children are allocated a key person who works with the parent to encourage them to be fully involved in their children's care and learning. Excellent ongoing communication and sharing of information helps parents to work together very effectively with the adults caring

for their children. This is achieved through daily discussion with key workers, monthly newsletters, parents' meetings, notice boards and displays. Staff are highly committed to establishing the views and opinions of parents and do this regularly, both verbally and using questionnaires. Parents are very happy with the service provided and make positive comments when asked for feedback. They particularly like the discussions with their key person, feel they are included in decision making, are able to discuss concerns as they arise and appreciate taking home their children's learning journals to share with family members. The written information provided for parents is well produced, clear and professional. Policies and procedures are informative, reviewed regularly and are available to parents.

The manager leads her staff well, effectively delegating tasks to others. All staff are qualified and share a range of skills and experiences. They demonstrate a good commitment to their self-development. Weekly planning meetings, monthly staff meetings, staff development days and in-house training sessions assist them in keeping up-to-date with good childcare practice. Teamwork is good; staff are using reflective practice and peer observations. They have been involved in the self-evaluation process, their views are valued and they are fully committed to the plans for ongoing development and improvement.

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

Children, including those with learning difficulties and who speak English as an additional language, are achieving and progressing well towards the early learning goals in relation to their starting points. The manager and senior staff have a very good awareness of the Early Years Foundation Stage and support staff well by sharing their knowledge and expertise. Key persons are very aware of children's abilities and parents help to complete the initial child profiles. Observation and assessment forms the basis of the planning and helps staff to provide a balance of challenging and stimulating activities to support children. All staff are involved in the planning, taking into account children's ideas and suggestions. Information from observations is regularly transferred into children's learning journals, is used to record development against the stepping stones and provides parents with updates on their children's progress. The planning and observation system is in the process of change. The tracking of children's individual learning is clear in some folders while others contain more limited information. Staff training is planned for the New Year.

Children have developed excellent relationships with their key workers and other staff. The care and welfare of the children is a top priority for staff. The staff have a lot of experience of working with children with disabilities and special needs. They are very aware of inclusion and can adapt areas as necessary to ensure all children partake in all the activities. Babies and toddlers are happy, very settled and explore their surroundings with high levels of confidence. During parts of the day they mix with the older children which helps to provide very good continuity and a strong sense of belonging. Where possible their key person remains with children during this transition into the next age group.

Older children very confidently approach adults communicating clearly. Key person systems work well and benefit all the children. Children are engaged in activities and often engrossed in their play; they very confidently make choices and decisions for themselves about where they play and with whom. Children are constantly busy and occupied, fully involved in their play, display excellent cooperation skills and share very well during activities. Consequently they demonstrate extremely high levels of positive behaviour.

Areas are bright and stimulating. Resources are displayed attractively and labelled with words and pictures. There is a wealth of mark making equipment, art and craft resources, photographic displays with clear text explanations and a good range of books. Children have good opportunities to use mathematics during play. One child spends time looking through the binoculars, marvelling at how far away objects and people are. Another group of children use a tape measure. They ask a member of staff to help them measure how tall they are and discuss who is tallest and who is shortest. Children's creativity is developing well. They enjoy using the many musical instruments, make up scenarios in the home corner and have fun dressing up.

Children have many excellent opportunities to partake in a wide range of physical activities. They benefit greatly from regular, well planned outings in the local community. Staff are thoroughly prepared for these, risk assessing venues for suitability and appropriateness. Children frequently go for walks to the shops to buy ingredients for snacks and cooking activities, enjoy nature walks along the canal and explore the beach for interesting objects. Recently they visited a local café, went to the local day centre to meet elderly residents and posted letters at the post office. These outings provide excellent opportunities for children to develop their awareness of the wider world, their understanding about the need for regular exercise to keep healthy and to learn about keeping safe. Children have other excellent opportunities to learn about their own safety and partake in regular fire drills, ensuring they know the sound of the alarm and how to get out of the building.

Staff support children exceptionally well in their understanding of personal hygiene and healthy eating. Children receive a very good range of nutritious meals and snacks which are prepared by the nursery cook on daily basis using fresh ingredients. Children frequently take part in the preparation of meals and snacks. During lunch children help lay the tables, serve themselves to the pasta and the sauce using big spoons and help to clear away when finished. Babies' dietary needs are very well met. They enjoy feeding themselves and exploring the feel of the food with their hands.

Children demonstrate very high levels of independence. They self-select toys, help to clear away and look after their environment, take themselves to the bathroom and put on their coats and boots to go in the garden. A free flow system ensures children make choices for themselves. Children use the garden in all weathers because they have rain suits and covered areas. As an alternative children use the school hall for physical play sessions. Babies have their own garden which has a soft play surface, a good range of toys and space to explore and move about safely.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
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