

# Ackroyd Children & Family Baby Unit

Inspection report for early years provision

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**Unique reference number**

EY291378

**Inspection date**

09/11/2010

**Inspector**

Pamela Bailey

**Setting address**

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**Telephone number**

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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**

Ackroyd Children & Families Baby Unit is one of two childcare provisions run by Ackroyd Children and Families Children's Centre Board of Trustees. It opened in 2004 and operates from an open planned playroom in a converted house. Children have access to a fully enclosed outdoor play area. The baby unit is located in a residential and commercial area of Brockley, situated within the London Borough of Lewisham. It is open each weekday from 8:00am to 6:00pm all year round, with the exception of bank holidays.

The baby unit is registered on the Early Years Register. A maximum of 12 children may attend the baby unit at any one time. There are currently 12 children aged from birth to under three years on roll, some in part time places.

There are six members of staff, four of whom hold appropriate early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Children's welfare, learning and development is adequately promoted in most areas because staff have a sufficient understanding of many aspects of the Early Years Foundation Stage (EYFS). Some appropriate measures are in place to ensure children's safety and promote their health. Generally good links exist with parents/carers and other agencies and providers to ensure children's individual needs are met. Systems to evaluate practice are adequate in supporting the management and staff to improve standards. There is a commitment to improve the quality of service to children and families. Those in charge demonstrated the capacity to tackle identified weaknesses effectively

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

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

- make fresh drinking water readily available for children to help themselves and provide regular opportunities for children to practice the emergency evacuation procedures
- improve the systems for recording incidents in order to maintain confidentiality
- assess the risks to children in relation to the stacking of chairs in the playroom and safety of the electrical appliances and take action to minimise these
- improve the range of resources and activities to promote positive attitudes towards diversity and where necessary help children to value aspects of their

own and other peoples lives.

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

Children are protected by staff that have a clear understanding of child protection issues. They are fully aware of the types and signs of abuse to look for and how to proceed if they have a concern about a child in their care. Designated staff fully understands their responsibilities to safeguard children's welfare, working effectively with relevant agencies to protect children. An effective recruitment and induction programme, as well as comprehensive vetting procedures, ensure that all adults working with children are suitable to do so. There are suitable contingency arrangements in place to cover any absences.

The environment both indoors and outside are subject to risk assessments and staff have taken appropriate action to manage and eliminate some risks to children. However, staff are unable to demonstrate the safety of electrical appliances through regular inspection or maintenance, and the stacking of chairs in the children's playroom poses an element of risk to children's safety. Reasonable steps have been taken to ensure the safety of children, staff and others on the premises in case of fire, such as, appropriate fire detection and control equipment. However, regular evacuation drills are not carried out to ensure that children develop a good awareness of the routine to be followed in an emergency situation. All documentation required for the effective management of the setting is in place, although the recording of incidents does not maintain confidentiality. Children's health is adequately promoted in most areas. The majority of staff hold a current first aid certificate. This means they can give appropriate care if there is an accident and act in the child's best interest.

The management are highly motivated and have a clear sense of purpose about what they want to achieve. Ackroyd Children and Families have worked closely with the London Borough of Lewisham and have recently successfully achieved the children's centre status. They have become one of the Borough's Area 2 Sure Start Children's Centres. Staff are committed to continual professional development. Regular staff training needs analysis and the effective systems for the continual assessment and development of staff ensure they keep up to date with changes and learn new skills. For example, some staff are working towards a higher professional qualification or degree in early years. The management reflects on the feedback received from staff and parents/carers. This is used to inform the settings self-evaluation which gives those in charge an adequate understanding of the strengths and weaknesses of the early years provision. Staff are confident about what the setting needs to do to improve further and have been successful in making and sustaining some improvements. For example, the implementation of twice yearly parent/carer meetings to discuss children's progress ensures that parent/carers are kept well informed of their children's development and achievements. They have also identified the need to provide children with more resources, such as those that reflect diversity and support Heuristic play.

The setting strives to provide a service that is inclusive for all. Positive images and

photographs of children around the baby unit give children and families a sense of belonging. There are highly positive relationships with most parents/carers. Ninety-five per cent are members of the board and are involved in any major decision making about the provision. Parents/carers steering group meetings are held regularly to discuss views and share ideas. There are some useful opportunities for parents/carers to share relevant information with staff, particularly when the child first starts to attend, which enables them to meet children's individual needs. Parents/carers receive comprehensive information about their child's progress. Although there are no children currently attending with learning difficulties and/or disabilities or who speak English as an additional language, effective partnerships have been established with Lewisham Early Years Action and Resource Network (LEARN) and early intervention team, from whom staff are able to access specialist knowledge and skills, resources and equipment. This ensures good systems are in place to provide support for children and families where appropriate, at an early stage. The accommodation is mostly suitable and children's development is mostly satisfactory as a result of the setting their in. The baby unit works closely with the nursery to ensure a smooth transition for children.

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

Staff identify children's needs, achievements and interests on an individual basis. Initial profiles are completed to gain an awareness of children's starting points and a systematic approach is used to make regular observations as children learn through play. Assessments are evaluated against the Early Years Foundation Stage Practice Guidance areas of learning. These are used to inform planning for the next steps in children's learning. However, plans are not used to their full effectiveness to support children as individuals.

Children are making steady progress in their learning in relation to their capabilities and starting points. However, children are not always sufficiently supported enough in particular areas of development, such as aspects of personal, social and emotional development. Most children have formed strong attachments to adults and other children in the baby unit. Staff's gentle reminders, distraction and simple explanations that are appropriate to the age and understanding of the child begin to help most children to develop an understanding of good behaviour. However, staff do not plan extra time in order to adequately support all children in new situations so that they can feel secure and self-assured as they settle into the environment. Children gain an awareness of different cultural and religious festivals through celebrations. However, the resources do not provide children with a positive outlook of the wider world so that they can begin to embrace differences in gender, ethnicity or disabilities. For example, children have access to a limited range of resources that reflect positive images of all aspects of society.

The organisation of the accommodation is not fully conducive to support the development of growing independence skills, particularly for more able children who are highly dependent upon adult support for personal care. The lack of adequate toileting and washing facilities for the children means that they are

unable to develop appropriate self-care skills such as personal hygiene, including toileting. Babies and young children are encouraged to feed themselves.

Appropriate feeding equipment is provided for most children. However, these are not varied to provide more challenge for more able children who show increasing control when feeding themselves.

Healthy eating is encouraged from a young age and individual dietary requirements and allergies are catered for. Children enjoy nutritious meals, snacks of fresh fruit and yogurts, and receive water with every meal or snack. However, water is not readily available at all times for children to help themselves. Generally effective procedures are in place to prevent the spread of infection in some areas. For example, the use of disposable gloves and aprons whilst nappy changing and wet flannels to ensure that children's hands are cleaned before and after eating. Although staff have adopted this method due to the lack of hand washing facilities for children, this does not fully promote children's understanding of good personal hygiene practices for hand washing, or the importance of washing hands at other times.

Children have the drive to use their bodies and develop their physical skills. There are regular and varied opportunities for both indoor and outdoor physical activities. Children are excited by their own increasing mobility and show delight in the freedom of changing perspectives that tumbling, standing or beginning to walk brings, or when using climbing equipment and manoeuvring wheeled toys. They use equipment such as shovels for digging in the sand, filling and emptying containers and manipulate toys by pressing buttons. Resources in the home play area, such as cooking utensils, encourage children to handle tools and materials meaningfully in their imaginative play. Activities, such as playing with foam, sand, dough, water and paint, provide sensory experiences and opportunities for children to make marks.

Children's early communication skills are developing well. Staff encourage playfulness, talk to children about what they are doing and ask open ended questions. They use repetition of sounds, words and phrases to encourage children's language development. Babies listen and respond to the sound of voices, enjoying babbling and experimenting with sounds. Young children repeat words or phrases from familiar stories and are beginning to join in action songs and rhymes. They are able to respond to simple requests and make themselves understood through words and gestures.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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