

Winton Children's Centre

Inspection report for early years provision

Unique reference number

EY317013

Inspection date

13/12/2010

Inspector

Sue Anslow

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).

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

Winton Children's Centre opened in 2005. It is owned and managed by Salford local authority and is situated in a residential area in Eccles, Manchester. It operates from purpose built ground floor premises. The setting comprises of three separate, but interlinking childcare areas and two safely enclosed outdoor play areas. The Centre is open each weekday from 8am to 6pm, 51 weeks of the year.

The Centre is registered on the Early Years Register. A maximum of 77 children may attend the Centre at any one time. There are currently 51 children aged from birth to under five years on roll, who attend for a variety of sessions. The Centre has a number of children with special educational needs and/or disabilities and a number of children who speak English as an additional language.

There are 14 members of staff, 13 of whom hold early years qualifications to at least Level 3. Two qualified teachers support the staff team, one of whom holds Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children settle very well and thoroughly enjoy the wide range of activities at the Centre. They receive an excellent level of care and make excellent progress in their development, because the experienced and very well-qualified staff work closely with individual children and their families. Excellent systems are in place to ensure that all children's individual needs are met supremely well. Well written policies and procedures support the excellent practice and staff fully understand the welfare requirements. Exceptional partnerships between parents, centre staff and other agencies ensure individual children's needs are met and their protection assured. Successful steps are taken to self-evaluate the provision and the Centre demonstrates an excellent capacity to make continuous improvement and sustain its existing very high standards.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop further children's learning and understanding of problem solving, reasoning and numeracy.

The effectiveness of leadership and management of the early years provision

Children are very well-protected because staff have an excellent understanding of safeguarding procedures and know when to take action to safeguard children in their care. They follow well-written procedures with regard to recording and reporting any significant concerns and the whole staff team attend regular courses to ensure their knowledge is updated. Children are further protected through the rigorous recruitment procedures and detailed risk assessments carried out by staff. Everyone coming into contact with the children are thoroughly checked and monitored and all equipment, activities and outings are subject to extensive safety checks. The whole staff team, together with other centre staff, parents and children are involved in the self-evaluation process. Through their input, management have completed a very detailed evaluation of the provision, setting out a clear development plan with realistic targets for ongoing improvements. Recommendations raised at the last inspection were acted on immediately, further enhancing the outcomes for children. Excellent monitoring systems are in place and the staff update policies and procedures appropriately. Through recent assessments of the six areas of learning, staff have highlighted problem solving, reasoning and numeracy as their next targeted area. Senior staff meet together weekly to plan and discuss issues, cascading information to staff teams with positive encouragement to access courses and workshops to update their knowledge and skills. Children's well-being is significantly enhanced due to the exceptional organisation of this setting. Morale is high and the enthusiastic and the committed staff team take responsibility for what they do within the centre.

The excellent liaison with parents and carers contributes to improvements in children's achievement, well-being and development. The centre places great value in ensuring that parents are warmly welcomed at anytime and have a say in the care and well-being of their children. They are encouraged to share what they know about their child when they first start at the setting and update this information as they move from room to room. This helps staff to have an excellent knowledge of each child's background and needs so they can plan appropriate activities. Staff explain about the Early Years Foundation Stage and how they monitor children's progress. Parents are encouraged to contribute to their child's written profile and every three months they sit down together with their child's key worker to discuss their child's general development. There are often quite a number of children with additional needs attending the centre and being within a children's centre means staff can call on the expertise of different agencies and specialists to support the children and their families. 'Here I come' forms are completed by staff and parents to help ease children through all their transitions, whether it is to another room in the centre or onto school. Teachers are invited to visit children at the centre and advisory staff from the centre often take parents and children for their first visit to a new setting.

A supremely inclusive and welcoming service is provided at Winton Children's Centre. Staff engage fully with each and every family and challenge any negative behaviour or discrimination. Adults identify children's individual needs as early as possible and together with input from other agencies if appropriate, they ensure

each child gets the support they need. Staff make the most of diversity to help children understand the society they live in and interpreters can be called on to help ease the settling in periods for family's who speak English as a additional language. People who help us in our community, such as, the police and fire service, are invited into the centre to talk to the children about their work, which also contributes towards children learning how to keep themselves safe.

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

Children make excellent progress towards the early learning goals. Staff provide a very wide range of activities that take into account children's individual learning needs. They provide a well-balanced day that contains suitable periods of time where children can follow their own initiated ideas, as well as, some adult-led activities. Staff plan each day's activities with care, taking account of each child's interests and learning needs. From the time they arrive, the children are eager to explore whatever is available to them and they meet every new challenge with real enthusiasm. Through their interaction with the children, staff promote learning in a fun way. They encourage children to work things out for themselves rather than giving them 'all the answers'. For example, asking children 'how' they could attach different materials together when making their dens, rather than just providing the string. Children are very eager to play and join in with the activities. Their levels of concentration are excellent as they are allowed to spend time at their own chosen activity and go back later to consolidate their own learning. Children are not required to join in particular activities if they do not want to, for example, at circle time, but they are gently encouraged to sit down for short periods to join in with the singing or listen to an exciting story. Children benefit from easy access to the newly refurbished adventure garden, where they can play 'follow my leader' over the little wooden bridge or 'hide and seek' in the bushes. They enjoy plenty of space to exercise their physical skills as they learn to climb, balance, jump and pedal the wheeled toys around. Babies and young toddlers also thoroughly enjoy practising their physical skills on the small carpeted steps in their room and the 'knobbly' balancing bricks.

Children have excellent access to a superb range of play materials, enabling them to create their own ideas for games and activities. Their knowledge and understanding of the world around them is heightened through the use of natural materials and 'real' resources. For example, the home corners are supplied with beds and feeding bowls for their pet dogs and cats, empty food packets and tins to put the dry pasta and rice and even a double bed. Babies love snuggling up on the fluffy and silky cushions in the tent, watching the lights change colour whilst listening to music. Children can explore and investigate how things work as they watch ice cubes melt, chickens hatch from eggs and spiders make webs outside. They plant and tend fruits and vegetables, using the herbs in their baking activities and the courgettes in their soup. With appropriate help and guidance from staff, children's imaginations and curiosities are aroused through these activities and they make excellent progress in all areas of learning. Their senses are enhanced and they chatter happily, telling each other what the ice feels like or how high their

plants have grown. Communication is encouraged and promoted, with cosy places to sit and talk or read books to each other. Labels and captions around the room help children link sounds and letters and they enjoy different ways of 'writing' with a range of implements. Children who speak English as an additional language enjoy the picture timetables displayed on the wall and help to teach the other children and the staff, how to pronounce simple words in their language.

Children's social skills are enhanced through the different activities they participate in. They quickly make friends and are able to play together or separately as they wish. Children behave very well as staff use appropriate strategies to encourage children's good behaviour, for example, distraction or positive praise. They enjoy helping to tidy up ready for snack or setting the tables for lunch. They are encouraged to put on their shoes and coats and gradually learn how to pour their own drinks. Children have lovely warm relationships with the staff and have lots of fun with them. They willingly approach the staff as and when needed, demonstrating that they feel safe. Babies settle very well when left by their parents, again demonstrating that they feel safe and secure with the staff. Children follow very good hygiene practices as they take increasing responsibility for washing their hands appropriately throughout the day. They benefit from and thoroughly enjoy, a range of healthy meals and snacks, prepared each day using fresh produce. Menus take account of children's dietary needs and staff work closely with parents to ensure all requirements are met. Children particularly enjoy tasting different foods eaten by children in different countries. They enjoy a Chinese meal to celebrate Chinese New Year and an Indian meal for Diwali. Children are starting to develop an awareness of diversity through these and other similar activities. They access a wide range of resources to help them positively explore and value differences and similarities in the wider world and learn a lot from sharing their environment with children who are different from themselves.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
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	1
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

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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