

# East/West Children's Centre

Inspection report for early years provision

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**Unique reference number** 508437  
**Inspection date** 21/12/2010  
**Inspector** Lynne Pope

**Setting address** Abingdon Road, Middlesbrough, Cleveland, TS1 3JR  
**Telephone number** 01642 227140  
**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

East West Children's Centre opened in February 2001 and is one of three full day-care Nursery settings run by Playgroup Network North East CIC. It operates from Abingdon Children's Centre and has access to an enclosed outdoor play area. It is situated in the town centre area of Middlesbrough. The premises are easily accessed by everyone as it has a flat entrance. The day care is open Monday to Friday from 8am until 6pm all year. Sessions are also available from 9am to 11.30pm, a lunchtime session of 11.30am to 12.30pm and 12.30pm to 3pm. They are registered by Ofsted on the Early Years register, and the compulsory and voluntary parts of the childcare registers for a maximum of 44 children at any one time with no more than 12 children aged less than two years. There are currently 66 children from seven months to five years on roll, some in part-time places. The setting supports children with special educational needs and/or disabilities and children who have English as an additional language. The day care employs 20 staff. Three staff hold early years qualifications at level two, 12 staff hold qualifications at level three, one member of staff holds qualifications at level four, one member of staff holds qualifications at level five, two staff hold early years foundation degrees, two staff hold BA Honours degrees and one member of staff holds Early Years Professional Status. The provision is registered to accept government funding for three and four-year-olds and receives support from the Early Years Support Team and Playgroup Network North East. Children are also able to access free places for two-year-olds when allocated a place at the request of the Health Visitor Team.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The enthusiastic and dedicated management team has a clear vision for the provision and along with staff create an inclusive environment where individuals are respected and valued. Staff's thorough knowledge of each child's individual needs, ensures that all aspects of children's welfare and learning are promoted with success. Children are cared for in a very safe and secure environment and all records are in place to meet requirements. The good partnership with parents and other professionals ensures that staff communicate well putting the children's needs first. There is a strong capacity for sustained improvement.

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

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

- develop observations further by identifying each area of Learning and Development that would be applicable for the gathered evidence
- further develop parents involvement as part of the ongoing observation and assessment process by noting their observations in the child's development file consistently.

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

Effective record keeping systems, policies and procedures are in place and are well organised and regularly reviewed. Staff have a good understanding and implement them well. In particular, they have a clear understanding of the action to be taken to safeguard children from harm and senior staff's good links with other organisations, results in children being fully protected. Children are further safeguarded by robust recruitment procedures which ensure that staff are suitable to be working with children and that they hold appropriate qualifications. Their continuing suitability is regularly assessed by the manager through frequent one to one meetings, appraisals and weekly staff meetings. Systems to support those children learning English as an additional language are very effective, as several languages are spoken by staff. Possible hazards for children have been identified through clearly written risk assessment which is displayed in the relevant areas. This is further supported by visual checks of these areas. It is evident in the improvement made since the last inspection, where all the recommendations have been implemented, that there is very strong commitment to self-evaluation of practice. Action plans are in place and are reviewed and updated regularly. These highlight improvements such as a review of the garden security which has resulted in a new fence being ordered. Children have been involved in the design of the fence and their art work is displayed along with the plans for all to see.

The provision is well organised. Children's art work is prominently displayed throughout the provision, giving them ownership of the environment. Child-size furniture is set out in the rooms along with low level resources. Children can easily make their own choices, which develop their independence. The focus for children's activities is based on their individual interests. Staff constantly check resources to ensure that they remain suitable for children's use. They demonstrate a commitment to promoting positive outcomes for children by attending further training. This takes place at the weekly staff meeting and through attendance at outside training. For example, all staff completing the City and Guilds certificate in Early Years Foundation Stage practice. Effective systems are in place to support children with special educational needs and children with English as an additional language, resulting in them making good progress. Close links have been formed with other agencies that are involved with the children ensuring their needs are targeted promptly. Staff encourage all children to learn to value differences and diversity, through activities and by sharing information. For example, they have visited the local Mosque and have tasted foods from different cultures.

Good relationships have been developed with parents. They are asked to complete an 'All about me' sheet when their child first starts so that staff can assess children's starting points. Introductory visits are offered for new parents and children to ensure a smooth transition from home to nursery. Parents receive regular information. Staff talk to them daily and a diary is completed for young children which covers routines such as meals and nappy changes. Parents are able to look at their child's development records at any time and discuss what their child has done at home. Some staff have entered this information into the record,

however, this practice is not consistent and does not provide a full picture of the child's development. Parents opinions are sought about how the nursery is run through questionnaires. These are evaluated and any issues raised are addressed. Parents are actively encouraged to participate in nursery activities, further promoting the link between home and nursery. Effective procedures are in place to share regular information with other provisions that children attend to provide continuity of care and learning. Parents stated how happy they are with the care and learning that their children receive and feel that they are very aware of what their child is involved in when attending.

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

Children make good progress in their learning and development due to the effective organisation of the provision and sound knowledge of staff. Staff observe new children once they start and after six weeks complete a review of them which helps staff to plan the next step in the child's learning and development. A weekly plan is in place highlighting available activities in each area and notes a focus for particular children's development. The child's key person records what the child has been involved in, which shows their particular likes and dislikes and also contributes to future plans. Each child has a development record which includes written observations and summaries of their development. Some observations are undertaken through photographs, however a note is not made consistently regarding where they link into the Early Years Foundation Stage. Purposeful activities are spontaneously chosen by the children as well as being adult-led. This results in children developing into very independent thinkers.

Children are welcomed into a calm, warm and friendly environment. This is reflected in them being settled and happy throughout the provision. They show awareness from a very young age of the boundaries and behavioural expectations that have been set. Babies develop confidence as they explore their playroom. Older children show increasing independence as they choose what activities they would like to take part in. Their language is developing as they make themselves understood. For example, through gestures, or as they become more able explaining that they are wearing gloves because their hands are cold. Babies make a variety of sounds to show when they are happy or sad. Mathematical concepts are learnt as children compare the different sizes of bowls or classify with intent the coloured keys into sets of colour. They notice the patterns that their boots make in the snow and draw lines in the snow with a spade. Lots of different activities help to develop their understanding and knowledge of the world. They are excited to go in the garden and gather some snow into bowls to be brought back inside. They mould it with their hands and contribute towards making a snow man. Walks in the local environment develop their senses as they listen out for different sounds. In the garden they notice the different sounds commenting that they can hear a bus.

Well established routines ensure that children adopt healthy lifestyles. They wash their hands before snacks and meals. Staff talk to them about what the food options are at meal times and encourage children to make their own choices.

Children learn about possible dangers and how to keep themselves safe through routines such as fire evacuation procedures. This is supported by planned activities, for example, visits by the fire service. They have also visited the dentist and the hygienist has come into the nursery to talk to them and show them how to care for their teeth. Good steps are taken to prevent the spread of infection. Policies and procedures are shared and discussed with parents and all necessary records and consents are in place. Children are cared for in a very safe self-contained environment. All visitors have to identify themselves and sign the visitor's record. Children behave very well; they receive high levels of attention and are engaged in interesting activities. They are encouraged to share resources and mix well with each other, which helps to develop skills they will need for the future.

## 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	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

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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	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