

Surestart Kates Hill & Sledmere Childrens Centre

Inspection report for early years provision

Unique reference number	EY314458
Inspection date	17/01/2011
Inspector	Rachel Wyatt

Setting address	Selborne Road, Dudley, West Midlands, DY2 8LJ
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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*.

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Description of the setting

The nursery at Kates Hill and Sledmere Children's Centre registered in 2005 and operates under the governance of Action for Children. The nursery is located in the Children's Centre's purpose built premises, close to Dudley town centre, local shops, schools, parks and transport links. The nursery offers full day and part-time sessions, including 'Time for Twos' sessions, to children and families from the local community. It is open each week day from 8.00am until 6.00pm for 50 weeks of the year. Children have access to enclosed outdoor play areas.

The nursery is registered on the Early Years Register. A maximum of 38 children, may attend the nursery at any one time, of whom no more than six may be aged under two years. There are currently 55 children aged from two to under five years on roll, some in part-time places. The nursery supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language.

There are nine members of staff, all of whom hold appropriate early years qualifications to at least National Vocational Qualification Level 3. The Children's Centre teacher, nursery manager and two other members of nursery staff have Early Years Professional Status. The nursery provides funded early education.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery successfully reflects the needs of the children and families from the community which it serves. The unique child is central to the nursery's ethos and practice and its robust systems, together with strong partnerships between the setting, parents and others, ensure individual children's needs are met and they are fully safeguarded. All those involved in the running of the nursery demonstrate a clear commitment and great capacity to maintain continuous improvement. Self-evaluation at all levels reflects rigorous monitoring and results in accurate appraisals of what the nursery does well and what it needs to improve. Thorough action planning, underpinned by managers' and staff's commitment and expertise, ensure improvements are completed and fully benefit the children and families who attend the nursery.

What steps need to be taken to improve provision further?

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

- consolidating transition arrangements for younger children moving into the main nursery provision to ensure activities are consistently tailored to meet their needs.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded. There are clear management responsibilities for safeguarding and the nursery has robust safeguarding policies and procedures which the manager and staff all understand and follow. These procedures include the effective management of any allegations against a member of staff. The nursery's safeguarding role is made clear to parents. Rigorous staff induction and training ensure all adults working with children have an up-to-date knowledge of how to protect children from harm. The nursery's collaborative work with parents, carers, Children's Centre staff and other agencies is exemplary, ensuring prompt intervention and implementation of effective strategies to protect vulnerable children. Children's welfare is further supported by the Children's Centre's robust staff recruitment, vetting and development procedures ensure adults are suitable, very well qualified and have the relevant knowledge, skills and experience to work with children. Clear records are kept of all nursery staff's and volunteers' Criminal Records Bureau checks which are regularly updated. The nursery obtains all required agreements and information about children and their families before a child's starts and so that staff know who may have legal contact with a child, who has parental responsibility for them and who will collect them.

The leadership and management of the nursery are outstanding. Everyone involved in the nursery is dedicated to ensuring the setting is welcoming, inclusive and provides high quality care, learning and development for children. The manager, staff and volunteers fully understand their roles and responsibilities and work very well together. An effective key person system ensures increasingly individual support for children and positive interactions with parents. Adults create an inviting, vibrant and nurturing environment for children and their families. Promoting equality and diversity is at the heart of the nursery's work and aspirations. Priority has been given ensuring children are well integrated, and the nursery's systems have been revised and strengthened to enable staff to develop an excellent knowledge of children's starting points, backgrounds and needs and to be highly effective in closing identified gaps in children's development. Excellent partnership working ensures that children receive high levels of appropriate support at an early stage and also make smooth transitions to school and other settings. The nursery also has highly positive relationships with parents and carers. From the outset they are encouraged to spend time in the nursery, to settle their children and to take part in activities if they wish. They are well informed about how the nursery operates such as receiving helpful details about 'Time for Twos' sessions and the nursery. Information is translated into families' home languages. On a daily basis parents are well informed about their children's activities, routines and care. They are encouraged to read and comment on their child's learning journeys and they receive written reports about their child's development. Children's and parents' views are valued and used to shape the nursery's provision. For example, children's ideas and interests are an integral part of weekly planning and parents help with staff recruitment.

The senior management team and staff are committed and successful in ensuring the nursery's ongoing development. They confidently reflect on and review all

aspects of their practice and engage with colleagues, parents and children to ensure they provide a high quality service that meets families' needs. Formal self-evaluation is robust, including the effective use of the Ofsted self-evaluation form, the Early Childhood Environment Rating Scale and the Infant Toddler Environment Rating Scale to identify strengths and areas for development. Targets for improvement are realistic and fully addressed. Successful implementation of priorities, such as, embedding thorough assessment linked to individual planning and extending ways to encourage children to express their views, have positively influenced children's achievements and confidence.

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

Children enjoy being at nursery and overall make good progress in their learning and development. For many children this represents a considerable achievement given their individual starting points. The nursery's consistent, robust assessment and tracking systems ensure that children's baseline assessments, ongoing next steps and rate of progress are clearly understood by staff and discussed regularly with parents and other professionals involved with their care, learning and development. Information from staff's observations and assessments are used increasingly effectively to plan activities and to organise resources which reflect each child's learning priorities, individual interests and learning styles. Staff are passionate about catering for each child and create both a reassuring and rewarding learning environment for them. Parents are very much encouraged to be involved in their children's experiences at nursery and also to follow up their learning at home, including borrowing toys and resources. Staff are increasingly successful in supporting a wide range of developmental needs. As a result, planning and provision for children with special educational needs and/or disabilities and for children who speak English as an additional language is exemplary. The nursery's Special Educational Needs Coordinator is enthusiastic and tireless in her efforts to ensure early identification and intervention to support those children who are vulnerable, or who have often significant developmental delay and/or additional needs. She and her colleagues work sensitively with parents and have strong partnerships with their Children's Centre colleagues and other agencies. These ensure the accurate and careful assessment of children's and their families' needs, and result in clearly defined and achievable targets plus the provision of appropriate levels of support for each child. For example, the nursery has developed considerable expertise in supporting children's varying communication and language needs and raising their achievements. This includes the consistent involvement of bilingual staff and the use of programmes such as 'Every Child a Talker'.

The nursery managers and staff provide children with a rewarding range of activities which they enjoy and which promote the development of good skills for the future. Time for twos sessions give the youngest children and their parents and carers worthwhile opportunities to play and learn. They enjoy stimulating toys and take part in well-managed focus activities. For instance, they relish discovering different colours and textures when using glittery paint or as they squeeze sponges, explore bubbles and water whilst bathing baby dolls. The main nursery is

usually a vibrant place for two to four-year-olds. Staff are generally receptive to children's wide-ranging levels of ability and understanding and give them good support to help them to join in, concentrate and persevere. Just occasionally the organisation and management of activities does not fully accommodate each child's needs so some of them are not involved or lose interest. In other respects, children have plenty of opportunities to be imaginative, creative and inquisitive. They try out and explore a wide range of art, craft and natural materials both indoors and outside. Ideas from training courses and the contribution of visiting artists inspire both children and staff. Children are physically adept and confident, steering, pedalling and scooting along on wheeled toys, and clambering, balancing and moving in different ways. Many children confidently use numbers for counting and simple problem solving, and adeptly recognise and compare items according to shape, colour and size. High priority is given to promoting children's self-esteem and confidence. Staff are kind, reassuring and encouraging. They promote children's choices, follow up their ideas and praise their efforts and achievements. Children's socialising and independence are consistently fostered during self-care routines, meal times and group activities. Children behave well. They are encouraged to share, take turns and to play cooperatively. They are kind and helpful, assisting with meal time preparations and tidying away their plates, cups and cutlery. They learn about the wider world through worthwhile activities linked to festivals such as Diwali, Eid, Christmas and Chinese New Year. They help with fundraising for disadvantaged children and learn about the roles of others in their local community. Children are also encouraged to care for their environment by recycling, conserving water and doing some gardening.

Children's welfare is effectively promoted. Their care, health, dietary and cultural needs are fully understood and met in the nursery. All staff have current first aid qualifications and ensure children have prompt appropriate treatment if they have an accident, become unwell or need medication. Health and hygiene procedures are explained to parents and they are kept well informed about any matters relating to their child's health, including seeing and signing accident and medication records. Children develop a thorough awareness of the value of a healthy lifestyle. Toileting, potty training and personal hygiene routines are managed well so that children become independent and understand when and why good hand washing is needed. They make healthy choices about what to eat and drink during nourishing snacks and meals. Children eat plenty of fruit and vegetables, regularly have drinks of water and also grow some fruit and vegetables. They love being outside and are physically active. Children are kept safe as the premises are secure and free from hazards. They are well supervised and robust risk assessments are used to effectively monitor their overall safety, with prompt action taken to reduce risks and to ensure regular checks are carried out. It is clear children feel emotionally secure at nursery and have positive relationships with the staff. They are taught how to safely use toys, tools and equipment, and staff sensitively help children to express their feelings and to develop an awareness of how to minimise the risk of harm to themselves. They discuss wider aspects of safety during visits from the community police and fire fighters and whilst discussing and taking part in practise emergency evacuations.

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

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	1
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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