

# Sure Start Ferryhill & Chilton Family Centre

Inspection report for early years provision

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<b>Unique reference number</b>	EY281593
<b>Inspection date</b>	07/03/2011
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<b>Setting address</b>	12 Beaumont Street, Ferryhill, County Durham, DL17 8PH
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<b>Email</b>	
<b>Type of setting</b>	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

Sure Start Ferryhill and Chilton Childcare opened in May 2004. It operates from two rooms within the Sure Start Ferryhill and Chilton Family Centre. It serves the local and surrounding community of Ferryhill and Chilton.

The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 45 children under 8 years at any one time. Of these, no more than 35 may be in the early years age group, with no more than 15 under two years. There are currently 50 children on roll in the early years age range, attending on a full and part-time basis. The setting supports children with learning difficulties and disabilities as well as children who speak English as an additional language.

The setting is open Monday to Friday 8am to 6pm all year round, except Bank Holidays. There are currently nine permanent members of staff working on a full and part-time basis, along with three regular supply staff. All staff have at least a Level 3 childcare qualification. There are two managers who job share the post, one of whom has an Early Childhood Studies degree and the other has a Foundation degree and is working towards her Early Years Practitioner Status. The setting receives support from the Local Authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy, settled and making good choices from the wide range of resources. Staff have a suitable understanding of the Early Years Foundation Stage to enable them to support children in making sound progress in most areas of their learning. Effective systems for planning, observing and assessing children are generally in place. The learning environment is safe, secure and inclusive to all children and their families. Overall, effective systems for monitoring and evaluating the quality of the provision result in the capacity to maintain continuous improvement being sound.

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

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

- lead and encourage a culture of reflective practice, self-evaluation and informed discussion which includes all staff, in order to identify priorities for development and improve outcomes for children
- further develop resources and activities to help children to begin to know about other people's cultures and beliefs, particularly those of the children who attend the setting
- further develop ways in which parents can contribute to their children's learning and development

- enhance the opportunities that children have to freely experience the outdoor environment
- continue to build upon the systems already in place for recording children's progress, including matching observations to the expectations of the early learning goals and identifying learning priorities.

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

Good arrangements for safeguarding are in place and all staff are fully aware of their responsibility to safeguard children. Comprehensive policies underpin practice and clearly outline the procedure to follow to protect children. Thorough vetting procedures ensure staff suitability, for example, all have a current Criminal Records Bureau check in place. Suitable systems for induction, staff supervision and appraisals are in place to help ensure staff development. All staff have had recent safeguarding training and many have an appropriate first aid qualification. Risk assessments are completed, along with daily checklists to maintain a safe and secure environment for children indoors, outdoors and on outings. Effective procedures are in place to gather and record information in order to meet all children's individual needs, such as, children's personal details, routines, likes and dislikes. As a result, children are suitably supported to settle into the setting. Accidents and administered medication are clearly documented.

The nursery is brightly decorated, is inviting to children and provides a rich environment which encourages learning. Easily accessible, high quality toys and child-sized furniture help to promote children's independence and ensure equality and inclusion for all. For example, the setting adapts the layout of the room to meet the developing needs of the babies as they become more mobile. Children's work is proudly displayed which helps to raise their self-esteem and ensure all are valued. However, resources and activities reflecting the different cultures of the children who attend are more limited. The setting has started to complete systems for self-evaluation, however, these are not yet fully imbedded in practice. Recommendations made at the last inspection have been addressed, for example, parental notice boards have been moved to enable all parents to easily access a range of information. An action plan has been formulated between the setting and the qualified teacher who offers support. Consequently, the setting's ability to maintain continuous improvement is sound.

Relationships with other agencies are good. There are effective links with the health, education and social services in order to meet the individual needs of the children. Staff are aware of the benefits of working closely and openly with all agencies connected to the children in order to support their progress, ensuring better outcomes for all. Staff are committed to providing an inclusive environment and offer good support to children with special educational needs and/or disabilities. Good verbal information is shared with parents at the beginning and end of each session, however, children's 'Moving On' files and daily written diaries are not consistently completed or shared with parents to enable them to be fully involved and contribute to children's care and learning. Parents spoken to at the

inspection commented positively about the staff and said that children get 'excited' about coming.

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

Staff have a suitable knowledge of the Early Years Foundation Stage. The key worker system is clearly displayed in two-to-five-year-old room. Each child's photograph is displayed, along with details of what they are interested in and ways in which all staff can extend their learning. Staff use flexible systems for planning, and observations of children's play feed into these. The baby room uses similar systems, however, these are not yet fully implemented due to staff changes. Consequently, the observations do not always clearly match with the expectations of the early learning goals or identify next steps in children's learning. The setting is beginning to use Durham County Council's newly introduced 'Flying from the Start' to assess children's learning.

Children are excited and motivated as they play outdoors on a daily basis. They dig in the compost, balance, run and ride wheeled toys as they explore their physical skills. Children attend weekly Jabadao sessions in the local community hall to further develop their physical skills. However, planning is not sufficient to enable children to freely access outdoors or receive support in accessing all areas of learning. Children confidently explore different textures as they play in the sand, pasta and rice, feeling the mixture between their fingers. Babies delight in playing peek-a-boo or practising their walking and climbing skills in a safe environment. Children's mathematical development is promoted as staff make use of everyday activities to encourage counting and shape recognition, including singing well-known nursery rhymes and completing simple wooden puzzles. Children show a developing interest in books/ They select them independently from the good selection in the cosy book areas and gather around to listen to staff read or look at books themselves. They regularly visit the local library to select new ones. Children enjoy learning about animals from different countries. They use their imagination well as they play in the role play area, making and cooking their own dough using real ingredients, such as flour and water.

Children are involved in the practising of the emergency evacuation procedure. This, along with fun activities, such as, visits by the police dogs and fire service, help children to learn how to keep themselves safe. Children behave well, with staff providing good role models as they speak to each other and the children in a calm and respectful manner. Snack and meal times are a social occasion, with children sitting together, pouring their own drinks and serving their own healthy foods. The menu is clearly displayed for parents. The policy for sick children helps to contain the spread of illness and infection, while routines like hand washing after using the bathroom teach children good personal hygiene. As well as this, the children sleep and rest when they need to, with babies having their own bedding.

## 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	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
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	3

### 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>	3
The extent to which children achieve and enjoy their learning	3
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	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

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