

Surestart Lincoln Central Children's Centre

Inspection report for early years provision

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Inspector	Sue Rogers
Setting address	Kingsway, Lincoln, LN5 8EU
Telephone number	01472 232300
Email	enquiries@forunderfives.co.uk
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

Sure Start Lincoln Central Children's Centre Nursery was registered in 2006. It is run by For Under Fives Ltd, a childcare chain based in Grimsby. The nursery is situated in the Children's Centre in the grounds of Bishop Lincoln School in Lincoln. The premises are open plan and all children share access to a fully enclosed outdoor area.

The nursery is registered to provide care for a maximum of 45 children in the early years age group and is registered by Ofsted on the Early Years Register. The nursery is open each weekday, all year round from 8am until 6pm. There are currently 72 children on roll, all of whom are in the early years age group. It supports children with special educational needs and/or disabilities.

There are 12 members of staff who work with the children. Of these, four hold National Vocational Qualifications (NVQs) at level 6, one holds a NVQ qualification at level 5, three hold NVQs at level 4 and two staff hold NVQs at level 2. The setting is supported by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress and enjoy their activities as they are cared for by attentive and knowledgeable staff in this well-resourced setting. All policies and procedures are regularly updated and accurately reflect the service provided. Management systems are effective and provide strong leadership for staff, parents and children. Parents are well supported by skilled and sensitive staff, who are always available to offer advice. Partnership working is excellent as there are highly effective systems in place to support children and parents. The nursery has an effective system in place to measure its effectiveness and this demonstrates that there is a good capacity for improvement in the future.

What steps need to be taken to improve provision further?

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

- review cleaning rotas for the toilet area, so that it is kept clean during busy times of the day ♦
- further support the development of children's independence and self-help skills.

The effectiveness of leadership and management of the early years provision

There are good policies and procedures in place which ensure all children are well safeguarded. Staff have undergone child protection training and managers are confident of the procedures to follow should they have concerns over a child's care. The risk assessments are effective in protecting children and maintaining their safety. Staff supervise children well and encourage them to be adventurous by measuring their own risks, increasing children's feelings of safety. Staff vetting and recruitment procedures are effective and ensure all new members are suitable for their roll. Ongoing access to regular training opportunities allows staff to continue to update their knowledge. Professional qualification training for staff is readily available, resulting in a well qualified work force. Policies and procedures are comprehensive and subject to regular review. Children's good health is mostly promoted well as they wash their hands before eating and after having contact with animals. However, the children's toilets are not always maintained in a clean condition during busy times of the day, which potentially impacts on their ongoing well-being.

There are good resources available which are well suited to children's ages and abilities. Children who have special educational needs and/or disabilities receive very good support. Their care is enhanced through access to equipment that is highly suitable, which contributes towards their positive outcomes. Children become increasingly aware of the needs of others through a range of positive images and activities on offer. Effective staff delegation ensures that children who have individual needs receive one-to-one support as and when needed. The nursery consults with partner agencies regularly and, through this, measures how effective it is in meeting the needs of all children and parents. This helps to drive forward improvements and contributes towards children's positive outcomes.

Parents are well informed of their child's progress through discussions with staff and access to assessment records. They also receive regular newsletters and enjoy access to a notice board, which displays the nursery's certificates and other important information. Parents say they feel they can speak to staff any time, their children are very happy and they are notified of events and topics covered at the nursery so they can follow these up at home. Partnerships with other settings and agencies are excellent. Staff are able to access support, guidance and training through these outstanding communication links at any time, which brings about high levels of care for all children.

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

Children greatly enjoy their time at this setting. The planned activities carefully follow each child's preferred styles of learning and are well informed by each child's learning records and assessments. This ensures that children's next steps are individually planned for and that they make good progress in their learning and

development. Children's assessments are accessible to parents and children and both are encouraged to contribute with suggestions, photographs and art work.

Children confidently explore the well resourced play area, choosing their own play experiences. Staff add to this by providing activities that encourage children to use their senses. Babies delight in discovering new experiences as they splash in a tray of shallow water. The outdoor area is used well and provides a range of activities. Babies who are mobile are encouraged to be adventurous as staff closely supervise their activities, promoting their feelings of safety. This enables them to climb and explore safely and extends their physical skills. Water play is used to help children understand volume and develop their creative play opportunities as they wash their toys and mix water and soil together.

Reading activities are well facilitated as children enjoy sharing books with staff during story times and children have the freedom to take their books outdoors. They reach for their favourite books and know how to turn the pages and locate remembered pictures. Creative play is well supported due to the stimulating opportunities that are available. Children dress up and use the play house to devise a whole range of imagined scenarios that include other children. They experiment with different textures as they mould custard powder and sand and make discoveries as they dig in soil. They make dens by tying sheets and blankets to open structures and learn how to make these strong and fit for purpose.

Children's different dietary needs are well catered for as the nursery provides food that is cooked on the premises. Drinking water is readily accessible, ensuring children are refreshed while they play. A well balanced diet encourages children to appreciate the benefits of healthy eating. Meal times are busy occasions for the children, and are friendly and sociable times. However, opportunities for them to develop independence skills during meal times are limited as staff serve their food and drinks for them.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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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