

# Sure Start Fourways Childrens Centre

Inspection report for early years provision

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**Unique reference number**

EY297833

**Inspection date**

08/10/2010

**Inspector**

Barbara Wearing

**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**

Sure Start Four Ways Children's Centre Day Care opened in 2004. It operates from two rooms in a single storey building situated in the Four Ways Children's Centre. All children have access to a secure outdoor play area. The day care setting serves children from the local area of Clock Face, in St Helens. It opens five days a week, all year round. Sessions are from 8am to 6pm. A maximum of 77 children may attend the children's centre at any one time. Children attend for a variety of sessions. There are currently 66 children aged from birth to under 5 years on roll within the day care setting. Funded early education is provided for two, three and four-year-olds. The provision currently supports a number of children with special educational needs or disabilities.

A qualified manager and 14 full and part time staff work with the children; 12 of whom hold an appropriate early years qualification. The setting receives support from the local authority's quality and inclusion team

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children have many opportunities to make choices from the wide range of good quality resources available to them in most learning areas. Staff observe children closely and are sensitive to their individual needs and interests. Very good links are in place with parents and other professionals, ensuring that children who need additional support make particularly good progress in relation to their starting points. The management team have an accurate understanding of the setting's strengths and areas for development. They have recently implemented a number of changes that have had a positive impact on outcomes for children.

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

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

- further develop the systems for observation, assessment and planning; ensuring they clearly show children's abilities, next steps and how staff will provide opportunities for all children to reach their full potential
- ensure books and writing materials are available in various areas of the room, encouraging children to read and write for a purpose
- review mealtimes for older children to encourage their independence.

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

Children are safeguarded well. Staff are aware of their own and others' roles within the setting's child protection policy and have a clear understanding that children's

safety and well-being is paramount. All necessary records are in place to promote children's welfare and ensure their individual needs are met. Comprehensive policies and procedures are regularly reviewed and up-dated. Detailed risk assessments are carried out for various activities, trips and areas used by children. Therefore, children are able to explore and develop skills in a safe environment.

On the whole, children benefit greatly from the well organised group rooms and daily routine. These allow children space and time to make choices and thoroughly explore the wealth of stimulating activities on offer to them. Toys and resources are good quality and most learning areas are provided for well. A good selection of books is available in an inviting book area and adequate writing materials are freely available in the writing area and at a table outside. However, there are limited opportunities for children to practise and develop their skills in writing or reading for a variety of purposes. Staff are deployed effectively and work closely together in the best interest of the children.

The setting is pro-active in accessing funding to improve and develop the setting and extend experiences for children. Staff attend good quality training that they implement within the setting. Of particular note is the development that has taken place in the outdoor learning provision which is continuously accessible to children over 2 years of age. Staff are aware of the positive impact this has had on children; particularly those who learn best when they are able to be physically active.

Views of children, parents and staff are gathered regularly and inform developments within the setting. The effectiveness of these and the impact on children are reviewed on an ongoing basis. Parents state that staff are approachable and that any concerns they raise are dealt with promptly.

The setting's engagement with parents and carers is strong. Staff are highly supportive and work closely with parents and other professionals, discussing children's progress and strategies to support their learning and development. This has a significant impact on improving outcomes for children. Effective links are in place with other early years settings that children attend or transfer to, ensuring continuity of care and assisting a smooth transition.

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

Staff observe children closely. They identify and celebrate their achievements and recognise and value their interests. Lead staff are able to describe next steps for children's development and present challenges to enable them to meet their full potential. However, this is not clearly reflected in children's profiles or planning. Weekly plans reflect children's interests and ensure that they are offered a wide range of stimulating experiences that cover all areas of learning. Therefore, learning is fun and children make good progress towards the early learning goals, developing good skills for the future.

Staff and children enjoy each others company and establish secure relationships. Babies turn to familiar staff for reassurance when an unfamiliar adult enters their room. Children quickly become settled and confident and eagerly explore their environment indoors and out. There is a happy and relaxed atmosphere within the setting. Staff are good role models, treating children and each other with care and respect. Children respond well to the setting's positive behaviour management strategy. They enjoy lots of praise and encouragement and develop high self-esteem. Good communication skills are nurtured as staff interact closely with children. They quickly respond to their verbal and non-verbal communications and chat to them throughout the day, asking questions that extend their vocabulary. Staff ask babies to point out and name objects in books or hidden in the shredded paper. Older children confidently talk to each other and staff to plan their play or reflect on past events. A group of children enjoy making their own books at the writing table. Some children are able to find stickers to make their own name, sounding out the letters with staff.

Children especially enjoy creating complex role play activities using the very good selection of resources available. Staff are skilled at using these opportunities to extend their learning. Children build an aeroplane outside and staff ask what they can see and where they are going. A child states that there is a fire and quickly gets off to put it out. Staff support children in using hoses with water from a container. They discuss that a short hose may work better than a long hose, using mathematical language to describe size and encouraging children to problem solve. Children and staff talk about size, shape and number throughout the day. They sing number songs that introduce the concept of adding and taking away at group times. Children freely choose to take part in story times, circle games and singing that staff introduce throughout the session. A good knowledge and understanding of the local community and the wider world is encouraged. Children recall a recent trip to the zoo and talk about plans to visit the local elderly persons' home to sing songs and take fruits for harvest. They have visits to the setting such as the 'bug man', who shows children mini-beasts and insects. Children access toys and resources that reflect our diverse society and discuss similarities and differences that they observe, thereby, encouraging them to develop a respect for their own and others' lifestyles.

Healthy lifestyles are promoted and children develop very good large muscle skills. They climb, jump, crawl, ride bikes and run with increasing confidence and coordination as they have opportunities to develop these skills throughout the day. Children are provided with nutritious, freshly prepared meals which they can see being prepared through the hatch to the kitchen. Babies enjoy sociable, relaxed mealtimes and are supported well in developing skills in feeding themselves. Older children become restless as they wait for their dinner and are not given opportunities to develop their independence by serving themselves or cutting up their own food. However, at other times of the day they demonstrate high levels of independence as they freely access fresh drinking and wash their own hands using liquid soap.

## 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