

Sherwood Children's Centre

Inspection report for early years provision

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Inspector

Andrew Clark

Setting address

Bilsthorpe Centre, Crompton View School Site, Crompton Road, Bilsthorpe, Newark, Nottinghamshire, NG22 8PS

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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

Sherwood Children's Centre was registered in 2004 and is managed by a voluntary management committee. It operates from the Bilsthorpe Children's Centre based in the grounds of Crompton View Primary School, in Bilsthorpe, Newark. Children have access to a secure, enclosed outdoor play area. A maximum of 18 children aged under eight years may attend the setting at any one time. The setting currently takes children from birth to five years of age. The setting provides care for children of parents and carers who attend Sure Start training sessions. These take place at different times and on different days during school term time only.

There are currently 18 children on roll who are within the Early Years Foundation Stage. The setting supports children with special educational needs and/or disabilities. There were no children present at the time of the inspection. The findings in this report are based on evidence gathered from discussions with those who care for the children and an inspection of the premises, equipment and relevant documentation. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are three members of staff, including the manager, who work directly with the children. Of these, the manager and over half the staff hold an appropriate level 3 qualification in early years. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The manager and her staff team are well qualified and experienced in their roles, which ensures children's safety and well-being. Evidence shows that staff treat children as individuals and work closely with parents and carers to ensure children's individual needs are met. The staff demonstrate a good awareness of how to provide a range of activities and experiences that support children's learning and development. They are well prepared for supporting children with special educational needs and/or disabilities. The leadership is reflective and has effective procedures in place to evaluate the quality of its work. As a result, the setting has a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- enhance self-evaluation processes by involving more parents in identifying the setting's strengths and priorities for development, in order to improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Good recruitment and vetting procedures are in place to ensure that all staff are suitable to work with children. Staff have a secure understanding of the setting's safeguarding children procedures, which helps to protect children from harm and neglect. They clearly understand their role in reporting any concerns. There are well established and appropriate systems for assessing risk through daily checks of the premises. The setting has a good range of policies for managing children's behaviour and promoting positive outcomes. These are updated regularly and systematically shared with staff, and parents and carers. Record keeping, for example of children's attendance and the administration of medicine, is well maintained. Staff members are well qualified and evidence shows they are deployed effectively to provide good levels of support for the children attending. The resources available offer a good range of activities to encourage play, develop creativity and physical skills.

The manager and staff have good procedures in place to assess the quality of the activities and experiences they offer to support children's learning and development. All staff contribute to self-evaluation and planning for further improvement. There are effective procedures to monitor the quality of staff's work and career development. Evidence shows that the views of children and their parents and carers are gathered during and following sessions and used well to plan future activities. As a result, the setting has effectively addressed the recommendations from the last inspection. However, the involvement of parent and carers in the self-evaluation process for identifying the setting's strengths and priorities for development is less well developed. The early years coordinator for the Children's Centre provides well-targeted support for the development and consistency of planning and assessment systems. Evidence shows the setting works well with a number of local and national early years providers and associations to support children with special educational needs and/or disabilities.

Evidence shows that staff form friendly relationships with parents and carers of children as they exchange verbal information at the beginning and end of each session. This keeps parents and carers informed about what children have been doing and the care they have received. As a result, evidence shows that parents and carers are proud of the support they receive through the setting and value its contribution to their children's lives.

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

Although there were no children present at the time of the inspection, photographs and records of their work indicate that children enjoy their time at the setting. The requirements of the Early Years Foundation Stage are met well. The setting plans a wide range of activities to meet the learning and development needs of all children. This is based on regular assessments of children's development from observations made on an ongoing basis. The records of progress are shared

regularly with parents and carers through attractive collections of work and photographs, sometimes taken by the children themselves. Detailed records are kept of babies' feeds and nappy changes during the sessions, which are shared with parents and carers.

The setting provides activities to promote all areas of learning well. The room is well organised with high-quality furniture to allow children easy access to all activities and resources. In this way, staff encourage children to make decisions and develop their independence. Children are offered a good range of toys and resources, including a range of technology equipment, to help them learn important skills for the future. The staff's experience and knowledge of how young children learn best mean that they can engage with children in a way that supports and enhances their developing skills, knowledge and play ideas. Role play is planned to promote a deeper understanding of the world. For example, the home corner and dressing-up clothes are often based on different religious festivals and ceremonies. The children choose which festivals to explore by picking one from a selection of photographs.

Evidence shows there are well-established routines for promoting children's awareness of health and hygiene. Healthy snacks are provided, which children are encouraged to help prepare. They have regular access to water. Children are encouraged to make a positive contribution and develop relationships with others through behaviour policies which are closely matched to individual needs. Planning records and photographic evidence shows they learn about road safety and how to keep safe in the home. The manager and her staff make full use of songs and rhymes to reinforce children's early listening and communication skills. They plan regular opportunities for children to make marks and to develop their counting skills both indoors and out. There are well-established links with speech and language therapists and health services, which supports the progress of all children including those with special educational needs and/or disabilities. Children's physical development is encouraged through a well-planned range of soft play and climbing equipment. There are quiet areas for children to sit and think. Evidence shows that children develop a good sense of safety because staff regularly practise the emergency evacuation drill with them and give clear explanations of any safety rules.

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	2
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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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