

# Brierley Hill Children's Centre

Inspection report for early years provision

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**Unique reference number** EY288316  
**Inspection date** 01/07/2011  
**Inspector** Jacqueline Nation

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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**

Brierley Hill Children's Centre opened in 2006 and is sited within the purpose-built children's centre. It is a joint venture involving Sure Start and the Action for Children organisation, who manage the provision. The provision uses a multi-agency approach to support children and their families in the Brierley Hill area of Dudley. The nursery playroom is easily accessible and the room is divided into two areas where children are cared for depending on their age. There is a fully enclosed area available for outdoor play.

The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting is registered for a maximum of 24 children under eight years at any one time. There are currently 41 children on roll, all of whom are within the Early Years Foundation Stage. The nursery opens every weekday for 51 weeks of the year. Opening times are 8am until 6pm. Children are able to receive funding for nursery education. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. Children attend for a variety of sessions and come from the local and surrounding areas.

There are nine members of staff employed in the nursery and three volunteers. All staff are qualified to level 3. A number of staff hold higher levels of qualifications, including National Vocational Qualification Level 4, Foundation Degree and Degree in Early Years Studies. The children's centre teacher holds a BA Honours Degree in Early Years Education Studies and has Qualified Teacher Status. The nursery receives support from staff in the children's centre and the local authority and has partnership arrangements in place with other Early Years Foundation Stage providers. The setting has achieved the 'Me2' award, which is a kite mark that recognises, promotes and celebrates inclusive services for disabled children and young people, the Silver award from Dudley Food for Health and a five star award from the Environmental Health Services.

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

Overall the quality of the provision is outstanding.

Children are eager to attend this welcoming and nurturing setting and make significant gains in their learning and development within the Early Years Foundation Stage. They play a full and active role in their learning and show a great desire to explore their wonderful outdoor environment. Inclusion is given high priority and a highly effective partnership between parents, providers and other agencies ensures children's individual needs are met and their protection is assured. Plans for the future are well targeted and reflect rigorous monitoring and analysis. Consequently, the capacity for sustained improvement is outstanding.

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

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

- enhancing the opportunities for parents to contribute to their child's learning and development records.

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

High priority is given to safeguarding and protecting children. There is a comprehensive awareness of safeguarding issues among practitioners, all of whom receive regular training on safeguarding. The setting has established clear management responsibilities in relation to child protection, including relevant designated staff. Practitioners demonstrate a high level of commitment to promoting children's safety and well-being. Children's health and safety is significantly enhanced by the robust and consistent implementation of policies and procedures that ensure the safe and efficient management of the provision. This includes robust recruitment and vetting procedures and the induction of new staff, volunteers and students. Comprehensive risk assessments are in place, and policies and practices are regularly monitored and evaluated to ensure they are effective. Practitioners are vigilant about arrival and collection procedures and very good security precautions contribute towards children's safety.

Children benefit and thrive in the setting because the environment is conducive to learning. Practitioners make very good use of the space available. This is an inclusive setting where practitioners promote equality of opportunity and place inclusion at the heart of all its work. Practitioners have an exceptional knowledge of each child's background and needs. Very effective and well-established multi-agency links provide access to specialist knowledge and skills to support children with specific needs. Children are encouraged to embrace diversity, learn about the wider community and respect of others through planned activities. They develop their knowledge about other festivals, celebrations and traditions in a meaningful way. Transition arrangements for the next phase of children's education are extremely well supported through very good links with local schools.

The excellent liaison with parents and carers contributes to improvements in children's achievement, well-being and development. The nursery places great value in ensuring that parents develop a sense of belonging to the setting and have a say in the care and well-being of their children. From the outset, practitioners learn as much as they can about the children in their care. Sensitive and flexible settling-in arrangements are in place, and this starts with a home visit and a discussion with parents about their preferences and children's individual needs. Parents and carers are well informed about their child's achievement, well-being and development. Parents of younger children are provided with a daily diary which details care routines and information about children's enjoyment and achievement. Practitioners encourage parents to be involved in their child's continuous learning and development, and to contribute their own observations to their learning journey folders. There is scope for enhancing this aspect of practice; practitioners are aware of this and are considering different strategies to

complement their current approach. It is evident from discussions with parents that they appreciate what this setting achieves for their children.

The setting very successfully evaluates the provision. Their aims are well documented and regularly reviewed to drive forward plans for the future and improve outcomes for children. The recommendations from the last inspection have been implemented efficiently and have a positive impact on children's health, hygiene and welfare. Management systems run smoothly and the process for managing practitioners' professional development is very good and results in a highly qualified and experienced practitioner group who keep up-to-date with new initiatives.

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

Children are eager to attend this very welcoming nursery and make excellent progress towards the early learning goals. Practitioners provide a very wide range of activities that take into account children's ideas, interests and play preferences. Planning, observations and ongoing assessments are used very well to guide children's progress across all areas of learning. There is an excellent focus on play and learning in the outdoor environment, and wet weather clothes are provided. This has a very positive impact on children's sense of well-being and helps all aspects of their development. Children have a lovely time outdoors with the freedom to explore, use all their senses and be physically active and exuberant. They meet every new challenge with real enthusiasm and comment that 'it's so fun here'.

A strong emphasis is placed on developing children's communication, language and literacy skills and this is supported by initiatives such as 'Every Child a Talker'. Children's personal, social and emotional development is fostered very effectively and this focus helps children develop the underpinning skills needed for their future success. All children have very good relationships with practitioners and have lots of fun with them. They join in their games, for example, watering plants, building dens and working out together how to slide down a bank while sitting on cardboard. Babies and younger children are beginning to develop excellent early skills and explore their surroundings with great interest, becoming active and inquisitive learners. They explore a wide range of creative and sensory materials, for example, flour, rice, water and sand, and investigate natural objects stored in treasure baskets. Children enjoy playing and working in small groups or pairs, but are equally happy following their own individual interests. Children become totally absorbed in activities which enhance their problem solving skills. They link plastic tubes and guttering together and are fascinated as they watch the balls roll down and appear from the end of the tube. All children develop a love of books and enjoy singing nursery rhymes and action songs. They sit attentively and listen to their favourite stories, which are read by staff in a lively way. There are very good opportunities for children to practise their mark making skills, with resources easily accessible to them indoors and outside. Children's artwork is valued and displayed within the room, and includes lovely drawings of their families. Children's knowledge and understanding of the world is enhanced through a range of

activities and use of equipment, such as a computer and smart board.

Children's specific health and dietary needs and allergies are well documented and understood by practitioners. Children show that they are developing a very good understanding of how to keep themselves safe and stay healthy. They understand how to evacuate the premises in an emergency and take part in activities to help develop their awareness of road safety. Children show an exceptional understanding of the importance of following good personal hygiene routines, and healthy eating is the focus at snack time. Mealtimes are a very sociable occasion where learning opportunities are fully extended. Children learn about good manners and tidy away their plates after eating. All children show a strong sense of security and feel safe within the setting. The high quality interaction and exemplary organisation of individual routines helps babies and young children to feel content and gain confidence. Older children share their thoughts and feelings, and are willing to try things out knowing they will be supported and their efforts valued. All children behave very well as practitioners use sound strategies to encourage good behaviour and give children plenty of positive praise and encouragement. All children, including babies, make very good progress in their learning and develop skills for the future.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
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	1

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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