

Surestart - Where Kids Come First

Inspection report for early years provision

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Inspector Patricia Champion

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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

Surestart - Where Kids Come First is a registered charity run by a committee. It was established in 1993 and opened in the current premises in 2006. The setting runs from one divided playroom with associated facilities within the Ockendon Children's Centre in South Ockendon, Essex. All children share access to a secure, enclosed outdoor play area. A maximum of 33 children may attend the setting at any one time. The setting opens five days a week for 50 weeks of the year. Operating times are from 8am until 6pm.

There are currently 82 children aged from six months to 11 years old on roll. Children aged three-and four-years-old receive funding for early education. Children attend for a variety of sessions, out of school care or full day care. The setting serves the local community and surrounding areas. It supports a number of children who have special educational needs and/or disabilities or who have English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register.

The setting employs 15 staff, of whom nine hold appropriate early years qualifications. The setting also employs an administrator and a cleaner. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the welcoming and well resourced environment where their health and unique welfare needs are effectively supported. Very positive relationships are developed with parents and external professionals to ensure that children become well-motivated and independent learners who make good progress. Most documentation and written procedures are systematically organised and support staff in ensuring the smooth operation of the setting. The management committee and staff team work together effectively to identify and plan future improvements and are committed to enhancing outcomes further for children.

What steps need to be taken to improve provision further?

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

- ensure that information about evacuation drills is recorded in a fire log book with details of any problems encountered and how they were resolved
- extend self-evaluation and reflective practice to widen the scope for improvements.

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted by the efficient maintenance of the necessary records and the effective implementation of a wide range of policies and procedures, which are regularly reviewed. They are safeguarded by staff's sound knowledge of child protection procedures and clear understanding of signs and symptoms that would concern them. Therefore, staff are committed to keeping children safe from harm and neglect. Risk assessment and daily checks are carried out to ensure the premises, play equipment, activities and any outings are safe for the children attending. There are robust procedures in place to ensure that all staff are suitable to work with children and any visitors to the setting are closely monitored. Although, children and staff routinely practise evacuating the premises so that they know what to do in the event of emergency, information about fire drills with details of any problems encountered and how they were resolved is not yet recorded in a fire log book.

The premises provide an interesting and vibrant environment where children enjoy learning, both indoors and outside. They clearly benefit from the overall range and accessibility of resources, the high staffing ratio and the staff's commitment to attend regular training courses and workshops. Management has high expectations for the setting and the systems to monitor and evaluate the provision are overall effective. Evaluation processes engage the views of staff and parents and support from local authority advisors is used effectively to help them identify and address areas for continued improvement. The recommendations raised at the last inspection have now been successfully addressed and the setting is also taking part in a quality assurance scheme. Further consideration for extending self-evaluation and reflective practice to cover all aspects of practice has the potential to widen the scope for improvements even more.

Staff work very closely with parents and outside agencies or professionals to ensure they have a good understanding of children's background and needs. They use effective strategies to ensure all groups of children achieve well and provide additional support when required, for example, one-to-one support for children with special educational needs and/or disabilities. The special educational needs coordinator is very enthusiastic about her role and extremely knowledgeable about the diverse needs of the children. Activities are organised to suit the children's most effective learning styles and all their contributions and efforts are treated very positively by staff. Children learn to use sign language as part of their everyday experiences. Different languages and cultures are reflected in the resources and activities on offer. This ensures that all children feel valued and equality and diversity is promoted very thoughtfully.

Parents are well-informed about the setting and their children's care through a range of written and verbal communications with staff. They are encouraged to be involved through the committee, participation in their children's learning or by joining special events, such as the leavers' celebration ceremony. Parents comment on how delighted they are with the setting, how much they appreciate the information they receive and value the 'home-from-home' atmosphere. They know

that children's learning journey folders can be viewed at anytime, the notice board is updated regularly with details of their activities and informative displays include menus and forthcoming events. The setting is proactive in developing relationships with schools or other settings children attend. This ensures that there is a seamless transition when children enter full-time education.

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

Children are making good progress as a result of the support and encouragement offered by staff. They display a strong sense of belonging and security within the setting and all appear comfortable and at ease. Frequent praise and encouragement, as well as clear guidance, helps them to understand what is expected and as a result, they behave very well. Children are polite saying 'please' and 'thank you' at appropriate times and are keen to help staff with simple tasks, such as ringing the bell or washing up cups and plates. They are very curious and are encouraged to think creatively and express their ideas coherently. The setting has taken part in the 'Every Child a Talker' scheme. Consequently, children have access to innovative and high quality resources that motivate them and accelerate their vocabulary development and language skills.

Children become well-equipped with the skills they need for future learning as staff plan a good variety of activities relating to developing problem solving, numeracy, literacy and technology skills. They write captions for labels and use mathematical language during practical learning experiences. Children relish using their imagination and explain their actions as they play with small world figures or act out role play scenarios. Staff know their key children well and are able to identify how they learn and provide activities accordingly. Achievements and progress made are noted and tracked by key persons. The next steps in learning are consistently identified to ensure that children achieve as much as they possibly can. Staff use photographs to illustrate their observations and each child has a well-presented learning journal. Children are really proud of their achievements and enjoy sharing their memories of recent learning experiences with their parents, staff and visitors.

Well-established routines help ensure that children learn safely. There are reliable arrangements to take and collect children from their primary schools regarding the out of school provision. All children wear high visibility jackets on outings and road safety is discussed so that children gain an awareness of potential dangers and how to stay safe. Children are learning effectively about health and hygiene. They are clearly developing an enjoyment of the outdoors and recognise the benefits of fresh air and exercise. Children show increasing control and coordination using different wheeled toys and physical play equipment. There are signs in the cloakrooms about hand washing and children talk about germs and follow good hygiene routines. The nursery provides nutritious meals which are prepared on the premises and take account of any dietary needs. The children discuss the food that is good and have an interesting outdoor area where they grow vegetables and learn how to support their growth. After lunch children clean their teeth with

toothbrushes supplied by the setting. Comfortable areas are created, away from the main play space where children can relax or sleep peacefully and undisturbed.

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