

Kingsway Children's Centre

Inspection report for early years provision

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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

Kingsway Children's Centre opened in 1985. It is owned by North Lindsey College and operates from the college campus in Scunthorpe. Children from the local and the wider community attend the centre. There are two play areas within the main building, one for babies and toddlers up to aged two and one for children aged from 30 months to under five years. Children aged from two to three years are cared for in a childcare unit situated near to the main nursery site. Each building has a fully enclosed area available for outdoor play. The centre has won the local authority Nursery of the Year Award for the last three years.

The centre is on the Early Year Register and compulsory and voluntary part of the Childcare Register. Registration is for a maximum of 90 children under eight years. There are currently 132 children on roll, of whom 127 are in the early years age range. This includes children in receipt of early education funding. The setting supports children with learning difficulties and those for whom English is an additional language. The children's centre opens from 8am to 6pm on Monday to Friday, closing for one week at Christmas and on bank holidays. Out of school care is available for children aged four to eight years during school holiday periods.

There are 24 staff working with the children, of whom 22 hold early years qualifications. The manager has attained and the deputy is working towards Early Years Professional Status. There are nine staff who hold the Foundation Degree in Early Years. The nursery has attained the local authority 'Steps to Quality' to step three. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The children's centre is a highly effective, inclusive and extremely well-organised setting that gives excellent support and learning opportunities to all children. Children thrive, make very good progress and are effectively safeguarded as comprehensive procedures are implemented by all practitioners. Evaluation is an ongoing process that very successfully drives forward improvements. There are excellent partnerships in place with parents, other agencies and the local authority. The centre strives to develop close relationships with other providers that support children's learning and for the most part is very successful.

What steps need to be taken to improve provision further?

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

- continuing to encourage all settings children attend to freely share information to further promote children's learning, development and welfare.

The effectiveness of leadership and management of the early years provision

An excellent range of policies underpin the smooth running of the centre. The importance of safeguarding children's welfare is given a high priority, with all staff undertaking relevant training. There are two safeguarding officers who are overseen by the manager with the support of the college. This helps practitioners to identify any concerns about children at an early stage. Very thorough risk assessments are completed of all areas and daily safety checks take place. Managers are extremely vigilant about checking and supervising any visitors to the setting. The centre use excellent appointment procedures to ensure all staff are suitable to work with children. Induction, mentoring and ongoing support and development opportunities are outstanding, with a large number of staff choosing to undertake additional qualifications.

The vision for this centre to provide an excellent and continually improving service is a result of highly successful management team who involve all interested parties, including practitioners, children and parents in evaluation. Peer observations, room observations by the manager and being part of the college inspections all helps to drive forward improvements. The setting is assessed annually to maintain the 'Steps to Quality' award to step three and welcomes observations from college tutors who are mentoring and assessing students on placement. They are a lead centre with regard to sharing positive practice with other providers.

Practitioners make very good use of the space and resources available, for example, excellent use of the large outdoor area, with the addition of resources linked to the 'Early Excellence Initiative', engage children's interests extremely well, for example, in den building. The unit for children age two is arranged to offer young children space to be calm in a very cosy atmosphere, which helps them to have times of reflective concentration. Equality and diversity is at the heart of the work in the setting and is given a very high priority, with all staff undertaking training following appointment. Practitioners have an exceptional knowledge of individual children's needs. Informative care plans for children with medical needs are devised and regularly reviewed and many practitioners have undertaken training from a medical professional to ensure they can meet children's individual health needs.

The setting develops highly positive relationships with parents who have access to a wealth of good quality information and are very complimentary about all aspects of the service. They can be involved in a parents' forum, are invited to open days, have a daily diary for the younger children and discussions with key workers. Parents feel ownership of their children's progress files and parents and children freely access them. Children enjoy looking at photographs and talk about their experiences, and parents are encouraged to include any achievements children make. Practitioners then use this information to extend children's learning. The setting is highly committed to working in partnership with others within the local authority and takes a lead role in working with other providers. There is a link book

in place to enable practitioners to share information with other providers children attend and this is mainly very effective in supporting children's learning, development and welfare.

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

Children play enthusiastically in the stimulating environment. The planning and assessment systems are based around the interests of the children and practitioners skilfully use this information to extend and develop children's experiences. There are a wide range of interesting activities and children make excellent progress. Their good health is very successfully promoted because most children are extremely active. They run freely, push along and ride on small wheeled toys and use slides and see-saws that all help to develop their physical skills. Babies and toddlers feel confident in crawling or walking outdoors and have comfortable places where they can rest and be supported by staff. Food given is wholesome, nutritious and thoroughly enjoyed by the children. For example, they eat spinach and ricotta cannelloni with broccoli and jam roly poly with custard for lunch. Snacks include fruit, with toast and drinks of water or milk. Practitioners are extremely vigilant about encouraging consistently good hygiene routines, such as hand-washing, so children start to learn the importance of these practices. Sterilised toothbrushes are used after lunch so children learn about the importance of brushing their teeth. Young children start to be aware of how to manage their own safety. For example, when on a walk in the college grounds, children and practitioners wear high visibility jackets and children learn about the importance of holding hands and being safe near to cars. Practitioners make sure they take all items on each walk that are needed to meet children's safety needs.

Children become increasingly independent as practitioners encourage babies to try to feed themselves when they show an interest and provide a range of suitable cups and cutlery to encourage their growing independence. Children show a real interest in books and handle them correctly, often sharing stories with practitioners. The setting uses the 'Every Child a Talker' resources very effectively to promote children's language development through stories, singing and rhymes. Children often count and sing number rhymes as they play and there are many opportunities to learn about shapes as they use play dough, build with construction materials and make marks. The good use of college resources very effectively enhances children's experiences across all areas of learning. For example, when children show an interest in going on holidays they are able to visit the mock aircraft cabin within the college that is used for training purposes. Children also visit the animal care centre, construction and plumbing area and use the fitness centre. Many opportunities are available that enhance children's creativity and helps them to explore their senses, such as experiencing snowy weather conditions, playing with shaving foam, jelly and natural materials. Practitioner's management of children's behaviour is outstanding so children behave and respond to them exceptionally well. Any minor instances are very effectively dealt with, for example, encouraging children to share equipment so they learn the importance of being kind to their friends from an early age. Toddlers have some opportunities to integrate with the older children who show a kind and caring

approach to them. All children show very good developing skills when using technological equipment.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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