

Denbigh Integrated Centre

Inspection report for early years provision

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Inspector

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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

Denbigh Integrated Centre is one of several childcare provisions run by the North Tyneside Council. It was registered in 1999 and operates from rooms within Denbigh Community Primary School. The setting is situated in the residential area of Howdon in North Tyneside. Children access a secure enclosed outdoor play area. The setting is open Monday to Friday from 8am to 6pm for 52 weeks of the year, excluding bank holidays. The out of school club operates from 8am to 9am and from 3.15pm to 6pm during term time. The setting also offers wrap around care for nursery age children from 9am to 12.45pm and 11.30am to 3.15pm during term. Full daycare is also offered from 8am to 6pm during the school holidays.

The setting is registered to care for a maximum of 24 children aged from two years to under eight years at any one time, all of whom may be in the early years age group. The setting also offers care to children aged eight years to 11 years. There are currently 46 children on roll, of whom 25 are under eight years. Of these, 17 are in the early years age range. The setting is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are six members of staff, including the manager, who work directly with the children. Of these, one holds a degree in early years professional practice, one holds a foundation degree in leadership and management, one holds a relevant qualification at level 4 in early years and two hold a relevant qualification at level 3, of which one is in early years and one is in playwork. 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 feel extremely secure as the staff provide a welcoming and exceptionally safe environment. Highly successful relationships with parents and carers ensure all children are included and individual needs met well. Children have good opportunities to make progress in their learning and development. Systems for tracking this progress are developing and most areas of learning are well resourced. The manager and her team of staff clearly reflect on their practice as part of the process to ensure continuous improvement is effectively maintained.

What steps need to be taken to improve provision further?

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

- develop further systems for summative assessment in order to track children's progress towards each of the early learning goals
- improve resources and activities to nurture children's understanding of

peoples different needs.

The effectiveness of leadership and management of the early years provision

Children are safeguarded extremely well as the premises are very secure at all times. This is supplemented with highly effective procedures for adults collecting children. Staff have a comprehensive understanding of safeguarding procedures. Consequently, children are exceptionally well protected. There is a robust recruitment procedure in place, which ensures all adults who are employed are rigorously checked for their suitability and undergo an effective induction process. Thorough written risk assessments are in place and regularly reviewed for indoors, outdoors and for any outings. These unquestionably reduce the chance of accidental injury. Children benefit from the knowledge gained by the staff attending various training courses. They are able to explore confidently using high quality resources, which are easily accessible and are appropriate for their age and stage of development.

There is a commitment to equality and inclusion throughout the setting and its practice. Excellent parental involvement is extremely beneficial to the continuity of care that the children receive. This is particularly valuable for children with special educational needs and/or disabilities and those who speak English as an additional language. Highly effective systems are implemented very well to encourage parents and carers to be involved in their children's learning. These include being invited into the setting to share their knowledge and expertise, such as undertaking baking activities with the children. They also borrow books and other resources to enjoy with their children at home. The staff demonstrate a good understanding of the importance of partnerships with other professionals. This enables them to enhance opportunities for individual children's learning and development. Strong links have been developed with other practitioners where children receive care and education in more than one setting. This promotes continuity of care.

The manager has high aspirations for good quality care and education through ongoing improvement. Staff follow a good self-evaluation process, which includes input from parents, carers and other early years professionals. The recommendation raised at the previous inspection has been positively addressed. This has a favourable impact on safeguarding children.

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

Staff have a good understanding of the Early Years Foundation Stage framework and implement it well. Assigned key staff know the children very well. Thoughtful planning enables children to be actively involved in a wide range of stimulating activities. They have individual learning journeys, which include observations and photographs linked to the areas of learning. However, systems for summative assessment are developing. Currently it is not easy to track children's progress

towards each of the early learning goals.

Children demonstrate a strong sense of belonging due to the staff's friendly and approachable disposition. They show an excellent understanding of what standards of behaviour are expected. This includes developing their own nursery and club rules to promote good behaviour. They celebrate a range of festivals that represent their own and other cultures, such as Christmas, Divali and Chinese New Year. This effectively nurtures children's awareness of different traditions and beliefs. However, there are fewer activities and resources provided showing positive images of people with disabilities. This impacts on raising children's understanding of people's different needs.

Staff are enthusiastic and activities are undertaken with a sense of fun, for instance when lying in the snow to make angels. Children's communication skills are fostered well, resulting in competent speakers and listeners. They use counting and numbers well in everyday play situations, which effectively promotes their problem solving, reasoning and numeracy skills. Children enjoy variety of creative activities, which promote their self-expression whilst having fun. These include hand painting, bark rubbing and making hedgehogs out of clay. Children demonstrate a secure understanding of the importance of regular exercise. They have easy access to various types of resources to support their physical development. Examples of this are where they climb trees, ride tricycles and play ball games. Children enjoy carefully chosen computer games to effectively nurture their skills for the future.

Children show an exceptional understanding of how to keep themselves safe. This is significantly enhanced with visits from the community police officers and the fire brigade. The staff actively manage a superb balance of meeting parental wishes, and encouraging healthy food options, such as fresh fruit and vegetables. Children take part in imaginative food related activities, such as growing carrots, making fruit salad and tasting food from different countries. They show an exceptional understanding of the importance of following good personal hygiene routines and are becoming increasingly independent in their personal care.

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	1
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	1

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	1
The extent to which children adopt healthy lifestyles	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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