

Greets Green Children's Centre

Inspection report for early years provision

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Inspector Patricia Webb

Setting address Wattle Road, WEST BROMWICH, West Midlands, B70 9EZ

Telephone number 0121 533 1764

Email

Type of setting Childcare - Non-Domestic

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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

Greet's Green Children's Centre has been registered since 2006. It operates under the governance of West Bromwich and District YMCA. The children's centre is sited on the ground floor of purpose-built premises with additional use of a community room on the first floor for out-of-school provision when necessary. The children's centre is accessible to all children in the local area and there is a fully enclosed area available for outdoor play. The children's centre is open each weekday from 7.30am to 6pm for 51 weeks in the year.

The children's centre is registered to care for a maximum of 67 children under eight years, of whom 51 may be in the early years age range. There are currently 70 children on roll in the early years age group. The children's centre is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The children's centre provides funded early education for three- and four-year-olds. There are also some funded places for two-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The children's centre employs 16 members of childcare staff, all of whom hold appropriate early years qualifications. Three members of staff hold foundation degrees with two staff working towards further qualifications. The children's centre receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Every child in the children's centre is valued as a unique individual and staff have high expectations of what children can learn. This is borne out by the exceptional progress children make during the Early Years Foundation Stage when they also gain valuable skills for the future. Children come from a variety of backgrounds and this is celebrated positively to ensure that inclusive practice is highly effective in enabling every child to fulfil their potential. Strong and passionate management drives a shared vision with the staff team, embedding ambition and driving continuous improvement.

What steps need to be taken to improve provision further?

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

- improving the observation and assessment of children's progress in problem solving and reasoning to clearly reflect how they use this knowledge and skill in their everyday activities.

The effectiveness of leadership and management of the early years provision

Working in close partnership with the Sure Start children's centre, safeguarding arrangements are exceptionally robust and effective. All staff are confident about how to respond should they have any child protection concerns about a child in their care. Staff recruitment is rigorous and vetting procedures are carefully followed to ensure adults' suitability to work with children. The management team emphasise the to seek intuitive, well-qualified staff who show an ability to connect with children and are driven to develop their practice. Children are further safeguarded because all staff and students undergo in-depth inductions to ensure they are fully aware of the setting's operation, policies and procedures. Extremely diligent attention is given to conducting thorough risk assessments both on and off the premises to promote children's safety and well-being. This was demonstrated in a practical way when a recent flood caused damage to the nursery and alternative arrangements were necessary in order to maintain the provision and ensure that children were still cared for in a safe and secure environment. The children have access to a highly stimulating and exciting environment, indoors and outside. They enjoy moving between the indoor and outdoor areas, developing independence and choosing from a wealth of resources and equipment. This includes commercial equipment and resources made from natural and found materials, such as the willow arch in the garden.

There is shared approach from the whole staff team to driving further improvements. Self-evaluation is thorough because the setting uses a range of systems for evaluating the impact of the practice on the outcomes for children. Critical analysis of the setting's strengths drives this passionate team to identify key areas for further improvement, such as devising more innovative ways of working in partnerships with parents. How children are developing problem solving and reasoning skills is not as well documented in children's assessments records as other areas of learning. All families from the diverse community are welcomed showing how inclusive practice is inherent in the operation of the setting. This is reflected in the exceptional way in which information is shared such as the use of the visual monitor and voice-over information in various community languages. Children with special educational needs and/or disabilities are effectively supported by enthusiastic and experienced staff. They work in full partnership with the families, and other professionals, resulting in a unified and consistent approach for each child as they work towards their full potential. This includes the services of a qualified teacher and a family support team as well as designated individual specialised teams. Some parents speak passionately about the positive impact the setting has had on enabling their children to achieve through the targeted support and guidance.

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

Staff have an intuitive knowledge and understanding of how children learn and gain skills for the future, delivering the Early Years Foundation Stage effectively. Observations and assessments of children's attainment are pertinent and clearly record how skills are developing, with next steps planned appropriately. Staff use a range of systems to assess children's development and learning, cross-referencing to identify any gaps in individual children's progress. This also enables staff to offer further extension and challenge or engage specialist teams for additional help. The setting has observed that speech and language skills in young children in the community are considered to be below average, and so children in the setting experience a language-rich environment. Staff use a variety of methods including sign language, audio resources, such as talking photograph albums and spoken languages to promote this aspect for all children. They share their cultural diversity, celebrating key festivals and special days and trying some of the foods from different cuisines. They also enjoy listening to many styles of music, including some traditional African music as part of their work on Black History month.

Children have exceptional opportunities to explore and investigate their world daily both indoors and outside. Babies and young toddlers delight in play with shredded paper, discovering the properties of paint, sand and water. Older children consider simple scientific concepts, such as the different properties of dry and wet sand, the semi-solid texture of the jelly and the care and attention needed to grow and tend their plants. Creativity is acknowledged by the staff for each child as emphasis is placed on children enjoying creative processes and not just on them producing a finished item. Budding artists have their canvases beautifully displayed, valuing their efforts and respecting the work that they have done. Children show sustained concentration, working methodically on their collages, discussing the various materials they are using, considering each other's ideas as well as using tools and utensils with skill and increasing dexterity.

Children feel safe within the setting, showing an excellent understanding of how to behave, what the expectations of their behaviour are and how following such guidance helps to keep themselves and others safe. They show a mature response to caring for themselves and each other. When the teacher enters the room, she is greeted very warmly like a long lost friend by the enthusiastic children. They offer her a chair to sit on and invite her join them in their play. Children's health is very positively promoted. They enjoy ample opportunities to engage in active play indoors and outside and thoroughly enjoy varied and balanced meals and snacks. They gain further awareness of the benefits of following good personal hygiene routines with some innovative solutions employed at times. For example, the lack of running water in the baby unit main room is overcome by the use of a mobile hand wash unit, thereby ensuring that even the youngest children can gain some independence and understanding of such routines. Their welfare is further assured as their individual health and care routine needs are met to an exceptional standard.

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