

Whitmore Reans Childrens Centre

Inspection report for early years provision

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Inspection date	02/03/2012
Inspector	Catherine Sharkey

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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

Whitmore Reans Childrens Centre registered in 2006. It operates under the leadership of Sure Start Children's Centre in Whitmore Reans and Dunstall and is situated close to the centre of Wolverhampton. Full day care is offered for children from birth to three years in the Children's Centre, with additional provision for children aged three to five years in the early years unit on the same site. The main centre also offers a creche service for families linked to training and vocational courses which are held in the building. Full day care operates five days a week from 8am until 6pm for 51 weeks a year. Creche sessions are provided as and when required. All provisions are available all year round. There are fully enclosed outdoor play areas to both buildings.

The centre is registered to care for a maximum of 98 children at any one time and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting currently supports children with special educational needs and/or disabilities and those for whom English is an additional language. There are 53 children on roll. The centre employs 17 staff who work with the children, all of whom have appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

An exceptional knowledge of the early learning goals ensure that all children's individual needs are being met. Children are extremely safe and well-protected in the centre, as all staff are very well trained in the implementation of the robust policies and procedures. Partnerships with parents and other professionals are very strong. Staff know the families very well, therefore, they support them and fully involve them in children's learning. Self-evaluation by staff and management is very strong and the highly motivated staff develop their practice with innovative ways on a continuous basis.

What steps need to be taken to improve provision further?

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

- further developing links with other local settings in order to share innovative training and methods for best practice and provision.

The effectiveness of leadership and management of the early years provision

Rigorous security measures and very vigilant staff ensure that children are safe in the centre. A reception area and coded entry prevents unauthorised access to the

building. All policies, procedures and records are up-to-date and are fully effective in protecting and safeguarding children. These are reviewed regularly. Fully comprehensive risk assessments are carried out daily to ensure the safety of the premises and equipment. Staff are extremely vigilant when taking small groups of children off the premises and apply the same rigorous checks. Data on accidents is collected and analysed and changes made as a result, which means children have fewer accidents.

A great deal of time and thought is given to the organisation of the high quality, interesting resources in the centre. Each room is divided into small areas for different activities which means that children move calmly and safely around the room. They access their own resources from low-level units or open shelves, which develops their independence and thought processes very well. The outdoor area is used as effectively as the indoor space with all areas of learning being promoted equally well.

Staff are supervised and monitored regularly by management. Detailed records are kept and targets for improvement are identified with training booked as a result. Staff have access to an extensive range of training. They reflect in detail on their practice and provision and are given excellent opportunities to develop their ideas in the setting, which makes them feel valued and contributes to their already high levels of enthusiasm. For example, a member of staff developed and set up an emotional corner which is used highly effectively for children to reflect and manage their reactions and behaviour in extremely positive ways. The previous recommendations have been fully addressed. For example, systems have been developed to assess children's abilities, when they first start at the setting. This gives staff a starting point on which to build, so that all children make very good progress.

Partnerships with parents and carers are inspiring. Staff know children in their key groups and their families very well and ensure all their individual needs are met. This holistic approach gives children consistency and as a result, security. They share detailed information about their child and contribute regularly to children's records. They may see these or speak to staff at any time. They come in to the centre to tell stories in their language and share activities relating to their cultures which enriches the children's experiences and contributes to their learning. Parents and other family members are invited to attend creative sessions with the children so they take part in their activities. These prove very popular. They receive written and verbal reports on children's progress and extend activities with them at home. Parents are helped to access a vast support network with which the centre has very effective links. Staff liaise with family support workers, may early years specialists and a huge range of other professionals, which means the specific needs of the children and their families are fully met.

Children with special educational needs and/or disabilities and those for whom English is an additional language are given high priority. Staff work with parents, speech therapists, educational and clinical psychologists and many other specialists. Children have one-to-one support where necessary and staff use facial expressions, gestures or picture cards and other very effective methods to develop children's understanding and language. Children make very good progress, as a

result, they are fully included in the life of the setting.

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

Staff work very well as a team to plan innovative activities, which allow children to explore a wealth of experiences. They observe children carefully, recording in detail their performance, reactions and interests. This information is used very effectively indeed to inform future planning and children's next steps. This means that all children make very good progress according to their own needs. A small number of activities set out at any one time, means that children have the opportunity to spend more time gaining deeper learning experiences, as they spend longer experimenting both on their own and within adult-led activities. For example, some children do not always enjoy messy activities, such as painting or clay modelling. They are encouraged to experiment with these, becoming used to the feel of clay on their hands or the different marks they can make with varying sized brushes and paper. This encourages them to experiment in their own way with other activities so they are applying their learning in other contexts. Staff intervene in children's play where necessary in order to extend and build on children's exploration so that they are given the maximum learning experience. Children enjoy developing their physical skills through the use of a wide range of climbing and balancing equipment, balls, hoops and beanbags. An exciting choice of role play resources, dressing up clothes and creative materials means they use their imaginations very well. They are learning about the world around them, through looking at birds and insects in their outdoor area and their visits to the local park and shops. Children's early reading and writing and mathematical skills are being very well developed through the effective use of mark making, counting, weighing, matching and enjoyment of books. They enjoy joining in with songs, rhymes, movement and musical sessions. Excellent use is made of a sensory room, which helps to develop children's language and vocabulary. They are developing skills for the future well with the extensive range of push button toys and technological equipment.

Children feel very safe and secure in this setting as they retain the same key person and room throughout their time at the centre. This minimises disruption and gives them consistency. They are comforted by kind and caring staff if they are upset and enjoy looking at their own photographs in their 'All About Me' books. These provide an excellent link between home and the centre, as they take them home to allow parents to add to them. Children settle easily to sleep in the afternoon, as they are familiar with the routine. Their beds are always in the same place and they have their own bags to put their clothes, in which helps them to feel secure.

Children's health and well-being is given high priority. They are able to access their own fresh water throughout the day and are given healthy meals and snacks. They are learning how to keep clean and take care of their bodies through stories, songs and actions. Children have good independence in hand washing throughout the day, using automatic taps with paper towels to dry their hands. This minimises the

risk of the spread of infection. Meticulous policies and practice, means that children are very well protected in case of illness or accident. They have daily fresh air and exercise and are taught to cover their mouths when they cough and to wipe their noses when they need to.

Children's behaviour is very good and they have very good relationships with staff and each other. They are learning to share through experience and staff intervention. For example, children learn that not sharing can sometimes lead to upset, so they are encouraged to work together to build a tower or share the toys in the water. They are praised for their achievements and are proud when given stickers. Very young children show delight when they clap and join in with stories and songs. Children are encouraged to discuss their feelings, which is aided by the excellent use of the emotions corner. Children are calm and show confidence speaking in front of others as the groups are very small and the rooms have a very friendly, family atmosphere. All children are fully engaged in their activities and are learning to be independent by finding their own coats and trying to put them on. They learn about a range of cultures and festivals in interesting ways. For example, about Diwali or Christmas through parents' contributions, such as telling children a story in their language or showing them a written language other than English and comparing them. This means children are learning about their own cultures and those of others in meaningful ways.

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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