

Shotton Children's Centre

Inspection report for early years provision

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Inspector

Karen Tervit

Setting address

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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

Howletch and Shotton Primary Childcare was registered in 2006 and is managed by a management group limited by guarantee. It is one of two settings managed by the same group. The setting operates from two rooms within Shotton Childrens Centre. The setting serves the local and wider area. The setting is accessible to all children and there is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday 51 weeks of the year. Sessions are from 8am until 6pm. Children are able to attend for a variety of sessions. A maximum of 26 children may attend the setting at any one time. There are currently 27 children attending who are all within the Early Years Foundation Stage. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. They are able to provide funded early education for two to four-year-olds.

The setting employs eight members of child care staff, all of whom hold appropriate child care qualifications. Of these, two members of staff have a Bachelor of Arts Honours degree in Early Childhood Studies, one has a foundation degree in Early Childhood Studies, two have Level 4 National Vocational Qualification in childcare and four have a level 3 qualification in childcare. The setting receives support from Durham County Council Local Authority advisors and qualified teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff provide a warm, secure and welcoming atmosphere for all children and their families. Children enjoy their time at nursery and make good progress in most areas of their learning. Links with parents and partnerships with others are good. Overall, planning and observations are used effectively to inform practice. An effective self-evaluation system is in place and areas are clearly identified for future development. Consequently, the setting has a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the planning to enable the differing and competing needs of every child to be met
- extend the opportunities the youngest children have to move between indoors and outdoors and use all their senses outdoors.

The effectiveness of leadership and management of the early years provision

Safeguarding is given high priority, consequently children are very well protected. The setting has a clear, detailed policy and the manager is the designated member of staff to take the lead if concerns about children's safety arise. All staff have attended safeguarding training. This ensures everyone is secure in their understanding. All staff are fully vetted before commencing employment. They learn about the setting's policies and procedures as part of their induction and are regularly updated at staff meetings so as to be able to keep children safe. The security of the premises is good and procedures for arrival and departure ensure children are handed over safely to a known adult. Robust risk assessments are carried out in both playrooms daily by the staff and a clear record is kept of these. Effective procedures are in place to gather and record information in order to meet all children's individual needs, such as, children's personal details, routines, likes and dislikes. As a result, children are suitably supported to settle into the setting. All staff have current first aid certificates and accidents and administered medication are clearly documented, minimising risks to children.

Effective systems for self-evaluation are in place. For example, the management team work closely together, along with staff to evaluate activities and seek regular verbal and written feedback from parents to help them improve outcomes for children. The Ofsted self-evaluation form and support from the local authority advisor are used to good effect to help with driving and securing improvement. The setting has positively addressed the recommendations from the last inspection. For example, the setting now uses Durham County Council's Flying from the Start to assess all children's learning and development, clearly identifying any gaps. The management team are enthusiastic and committed to continuous improvement resulting in staff being well motivated and keen to improve outcomes for children. Staff are well supported in accessing training and actively encouraged to share new skills and ideas learnt with the rest of the team so as to promote better outcomes for children. There is a good range of toys and resources available throughout the setting, which are well organised to allow children to make spontaneous choices and extend their own play and learning. These include resources that reflect images of difference and diversity, so that children start to develop a positive self-image and awareness of the wider world. The setting also shares resources with its sister setting and frequently uses toy and book libraries to extend children's interests further.

Staff are committed to providing an inclusive environment and offering good support to children with special educational needs and/or disabilities. They work closely with parents and other professionals to ensure children receive the support they need. Staff promote positive and supportive relationships with parents greeting them in a warm and friendly manner. Parents are encouraged to send in photographs of family members which are creatively displayed or turned into books to help children settle and talk about home. There are daily opportunities for sharing information verbally and in writing in order to meet individual needs. Alongside this the nursery offers regular Open Days where parents can have more detailed discussions. Parents' comments about the nursery are very positive. The

setting has successfully built positive relationships with the school nursery that children attend to ensure continuity in their care and learning.

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

Children are happy and settled in this warm and caring setting. Close relationships are evident between the staff and the children and the key person system works well. A good range of activities keep children engrossed and purposefully engaged. Staff value and place high importance on following children's interests, recognising that they become active learners when fully engaged and having fun. However, systems for planning are complex and occasionally the different and competing needs of every child are missed. Observations match with the expectations of the early learning goals and mostly identify next steps in children's learning. Detailed tracking sheets are in place for each child along with a summary of where children are at in their learning which is shared with parents and with staff when children move rooms. Children often take favourite activities home with them enabling parents to continue their learning and enjoyment of favourite activities.

Staff are mostly successful in utilising the outdoor space well to extend children's learning and experiences. However, although babies experience fresh air daily their opportunities to move freely between indoors and outdoors and use all their senses are more limited. Children thoroughly enjoy making marks indoors and outdoors, for example, boys in particular use their tractors to make marks on the outdoor surfaces using shaving foam. They have great fun pouring and digging in different materials such as bark and sand. They skilfully use magnifying glasses to hunt for bugs. All children are developing skills that will contribute to their future economic well-being. They receive good opportunities to develop their skills using information and communication technology, such as computers and programmable toys. Older children confidently name the different animals and are quickly engrossed in matching and sorting them by type, size and colour. Books are creatively displayed throughout all areas of the setting, consequently children are developing a love of them. Children sit happily looking at books together in the book area and listen carefully at story time to favourite stories. Babies delight in singing and moving to favourite counting rhymes carefully exploring the different props. They take great pleasure in being creative with paint glitter and glue. Children use their imagination very well as they look after their patients at the hospital and take their babies to the clinic. Children learn about the wider world as they celebrate some festivals from their own culture and those of others, make trips out into the community and welcome visitors to the setting. They thoroughly enjoy dressing up to celebrate events such as World Book Day and Children in Need or visiting the nearby Garden Centre and airfield.

Staff are consistent and fair when managing children's behaviour. Consequently, children are developing a good understanding of what is right and wrong. They are learning about keeping themselves safe through instruction and everyday practices. For example, they know that equipment such as spades and scissors can be dangerous if not handled safely. Children's good health is successfully promoted

in all areas. They access a wide range of activities to promote their good health outdoors. They competently wash and dry their hands at appropriate times and know to cover their mouths when coughing. Snacks and meals are nutritious and healthy, with children serving themselves before sitting together to chat with staff and each other. They are able to have lunch prepared by the school or bring a healthy packed lunch. Staff work very closely with parents to ensure children receive a healthy and balanced diet.

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

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

Met