

Chaul End Children's 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 - 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

Chaul End Children's Centre Nursery opened in 2005 and operates from a purpose designed unit within a community centre in Luton. The nursery has a large open plan playroom, kitchen, toilet and office facilities and access to outdoor play space. The children also have use of a sensory room. A maximum of 22 children under five years may attend the nursery at any one time. The nursery is open each weekday from 8am to 6pm for 48 weeks of the year. Parents have access to full daycare or sessions.

The nursery currently supports a number of children with special educational needs and/or disabilities and is able to support children who speak English as an additional language. The nursery employs seven members of staff to work directly with the children, all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a warm, welcoming and inclusive environment. The manager is ambitious for the children and provides outstanding leadership. Staff have up-to-date knowledge of safeguarding and supervise the children with great care. Outstanding partnerships with parents and carers ensure that the needs of children are successfully met. This supports the children to make good progress within the Early Years Foundation Stage. Staff at the nursery are reflective and evaluate their practice.

What steps need to be taken to improve provision further?

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

- develop further ways of improving outcomes for children by extending problem-solving and reasoning activities.

The effectiveness of leadership and management of the early years provision

Children's welfare, care and safety are very well promoted. Staff have a clear knowledge and understanding of safeguarding issues and are aware of their role and responsibility in keeping children safe from harm. There are robust recruitment and vetting procedures in place to ensure the suitability of staff and good security measures in place to ensure that children are kept safe at all times. Effective risk assessments are carried out, as well as daily safety checks to ensure any hazards are minimised. This means that children are able to move safely and freely around the building.

Staff have good knowledge of the Early Years Foundation Stage and use this to

good effect to support children in their learning. The resources are effectively organised in low-level drawers and shelves which enables the children to be independent learners. The children have use of a sensory room; this particularly benefits those children with additional needs. The manager recognises the importance of staff development and training, and invests in this area to the benefit of the children. The manager is ambitious for the children and has a vision for the nursery which she is successfully driving forward. Staff have contributed to a detailed and reflective self-evaluation. The nursery continually evaluates its effectiveness and the deputy manager has carried out strong data-analysis on children's progress and development following the introduction of new initiatives and teaching programmes. The recommendations from the previous Ofsted report have been addressed.

The nursery is committed to supporting parents to help them to educate their children. The partnership with parents is excellent. Parents are helped to feel comfortable and welcome when they bring their children to the nursery. On a monthly basis, fathers are encouraged to attend with their children so that they have the opportunity to play together. The aim of this initiative is for fathers and other male members of the family to support children's learning. The nursery has purchased a selection of books for parents to borrow and use these to read with their children. The majority of children's mothers are of Muslim background and are able to attend classes available to learn English as a second language. The nursery is committed to equality and is inclusive and welcoming in its approach. Most children attending are learning English as a second language. In order to promote good relationships with children from other cultures, many different cultures and festivals are celebrated. Policies for diversity and promoting equality are in place. Feedback from parents is overwhelmingly positive, as one parent wrote that the nursery had 'transformed her child'. The outstanding partnership with parents contributes positively to supporting the children's welfare and learning. The manager has also established a strong link with the headteacher of the infant school to which most children transfer. This partnership benefits the children and ensures a smooth transition from nursery to school.

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

Staff know the children well and plan effectively to meet their needs. Planning is focussed around the needs of three age groups including, babies, toddlers and pre-school. Each child has a profile which contains photographs and records the child's progress and development. Staff observe the children regularly to assess their understanding and to note their particular interests, along with their individual and group needs. The children are helped to develop their early writing skills and mathematical knowledge. For example, staff lay out a large section of a roll of wallpaper and children are encouraged to draw circles. Staff use the concept of size by talking about 'big', 'medium' and 'little' circles, as well as encouraging the children to count the circles up to three. Children are also shown how to write the numbers one, two and three. They are learning to count and recognise numerals which fully engage them in these activities, although problem-solving and reasoning aspects of mathematics are less well developed than numeracy.

The nursery has a different sign each week to support children with communication difficulties. The sign is displayed at the entrance to the nursery so that parents and visitors can see what is being taught. The nursery has successfully adopted the 'Every Child a Talker' programme. Through 'story of the week', the children are developing their reading and language skills. They enjoy the daily repetition of the story and are keen to offer their comments and predict what happens next. Communication, language and literacy are a strength of the provision. Children's safety and security is given a high priority inside and outside the premises. A member of staff manages and opens the door at all times and ensures all visitors are required to sign in. These procedures ensure that learning takes place in a safe, well risk assessed environment resulting in children feeling safe and secure in the nursery.

Children's health is excellently promoted. The nursery has achieved the Healthy Under Five Award. The children benefit from stimulating outdoor provision and the staff attach high importance to fresh air and the physical development of the children. The number of children eating fruit has improved, including those who wish to try and experience a wider range of foods. The nursery provides information to parents, such as placing 'healthy eating' leaflets in children's lunch boxes. Children are encouraged to learn about dental hygiene, for example, they enjoy playing in the dentist role-play area and also know not to eat too many sweets. Fresh water is available at all times so the children remain hydrated. The children are familiar with the routines for hand washing before meals.

The children are greeted by happy smiling staff and are sensitively welcomed into the nursery. All staff are consistently polite and respectful towards the children, as a result the children's behaviour is good. They are well behaved as staff have introduced 'golden rules', of which the children also contributed towards. These rules help children to understand the boundaries and to feel safe. Children with additional needs make good progress in their learning due to staff identifying their learning and development needs at an early stage and creating individual education plans to support the child's learning and development.

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	1

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	1
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	1
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	2
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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