

# Sure Start Children's Centre

Inspection report for early years provision

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<b>Inspection date</b>	05/03/2012
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<b>Type of setting</b>	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**

The Sure Start Children's Centre was established within the Howgill Family Centre in September 2000. Located within the centre of Whitehaven, the provision serves children from the immediate urban and extended rural areas. Children have access to the main playroom, toilets, reception area, kitchen and a secure outdoor play area. The centre is open each weekday from 9am to 3pm during the term time and runs a holiday scheme from 8am to 5pm.

Sure Start Children's Centre is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children aged from two years to under five years may attend each weekday during school term times. Currently there are 31 children on roll. Sure Start Children's centre is in receipt of funding for nursery education funding for children aged two-, three- and four-years. The setting supports children who have special educational needs and/or disabilities and those who speak English as an additional language.

The Sure Start Children's Centre employ a total of nine members of staff all of whom hold appropriate early years qualifications at level three. The Children's Services manager holds Early Years Professional Status.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children at the Sure Start Children's Centre thrive in a highly stimulating environment where, overall, they make excellent progress with their learning and development. Staff use their exceptional knowledge of Early Years Foundation Stage to plan exciting activities which encourage children to become inquisitive and active learners. Partnerships with parents and other agencies are outstanding and ensure continuity of care and that the needs of all children are met. Children's welfare and safety is given a high priority as staff effectively implement the setting's robust policies and procedures and encourage children to learn how to keep themselves safe. The management and staff are committed to the ongoing development of the nursery in order to maintain the high level of care and education on offer to all children.

## **What steps need to be taken to improve provision further?**

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

- developing further innovative ways to involve parents with their children's learning.

## **The effectiveness of leadership and management of the early years provision**

Staff are very knowledgeable about local safeguarding policies and have highly effective procedures to manage any concerns they may have about children in their care. Exemplary recruitment procedures are in place which includes appropriate background checks and a vigorous selection process. This together with regular appraisals and staff meetings means that staff remain suitable for their role. Robust risk assessments, policies and procedures are fully embedded in practice and support staff well. This means that children are able to play and move safely around the setting without fear of harm.

Staff make exceptional use of resources available to them and plan exciting and thought provoking experiences for all children. The environment is conducive to learning and is safe; it is managed very well and carefully looked after. Excellent organisation means that staff are able to respond very effectively to child-led activities. For example, the role play area is developed into a bear cave. The deployment of staff and their enthusiastic interactions with the children has a significant impact on the learning and development. Therefore, outcomes related to children's progress in relation to their starting points are excellent.

Managers are enthusiastic, highly reflective and passionate about improving outcomes for all children in their care. They are supported by a dedicated staff team who share their positive vision for the future and this has an excellent impact on children's achievements and well-being. Self-evaluation and reflective practice is used very effectively to identify areas of strength and areas for development. This excellent practice means that, as a result, actions taken by the setting are well targeted and have had an outstanding impact in bringing about sustained improvements to the provision. Staff regularly update their knowledge and skills by attending training sessions and, therefore, outcomes for children are significantly improved.

Partnerships with parents and carers are outstanding and parents offer very positive feedback about their children's care and learning. Daily contact, home diaries, newsletters and questionnaires mean that parents and carers are well informed about their children's learning and development at all times. Opportunities to engage parents and carers with their children's learning are embedded in practice. Ideas to extend these further are being developed and strive for the greatest impact on outcomes for all children. There are also exceptional partnerships with others concerned with the welfare and development of the children. For example, health and social care professionals, other providers and local authority advisors. This has a significant impact on the continuity of care for all children and helps to make sure that they are able to develop and learn successfully.

Equality and diversity is at the heart of the practice within the setting. A particular strength is the exceptional knowledge that staff have of each child's background and needs. This enables staff to respond effectively and target support accordingly. For example, the highly impressive and flexible settling in process

means that children are able to adapt to life in the setting and cope with separation from a parent at their own pace. Staff are sensitive to the needs of children who have special educational needs and/or disabilities. Their observations and partnership working means that every child receives high levels of support at an early stage and makes good progress with their learning and development.

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

Children are well nurtured and motivated in a vibrant environment where they make excellent progress with their learning and development. Highly skilled staff provide exciting learning opportunities and resources to promote children's interest. For example, children delight in listening to a story in the garden. They enthusiastically use puppets and musical instruments to accompany the story, listening intently to ensure their contributions are made at the appropriate time. Children are encouraged to become independent and inquisitive learners and move freely around, following their own interests. They construct buildings, spend time pouring sand from different containers and become engrossed in imaginary games with their friends. Staff make good use of excellent observations to assess children's learning, they track progress using the Early Years Foundation Stage and ensure that children's next learning steps are included in future planning.

All children show a strong sense of security and feel safe within the setting. They move around confidently and demonstrate great independence as they play and learn. Children use scissors and other tools with great care. This is because staff have helped to develop children's understanding of how to keep themselves and others safe from harm. Children show an excellent understanding of healthy eating and make healthy choices at snack and meal times. This is because staff promote healthy lifestyles by enhancing children's learning by activities and discussions. All children enjoy as much time as possible outside where they ride bikes, enjoy the slide or play racket games. Innovative opportunities to engage in activities, such as yoga, also helps children to gain a secure understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. Children further demonstrate their knowledge of keeping themselves healthy by their good personal hygiene routines.

Children's behaviour is exemplary because staff support children well by setting appropriate boundaries and offering timely reminders of expectations. Children show an extremely strong sense of belonging and are beginning to show an excellent awareness of responsibility. For example, they use small brooms to sweep around the sand tray at the end of the session. All children are valued and take part in a wide range of activities to value diversity, for example by celebrating Chinese New Year and Shrove Tuesday with food tasting and craft activities. This promotes children's awareness and respect for others in their community.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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