

Sure Start Beaumont Leys & Stocking Farm Children's Centre

Inspection report for early years provision

Unique reference number

EY240386

Inspection date

09/03/2012

Inspector

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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

Sure Start Beaumont Leys and Stocking Farm Children's Centre opened in 2002 to serve the local area of Beaumont Leys and Stocking Farm in Leicester. All services are housed in a purpose-built building in the Home Farm area of Leicester with outdoor secure play areas for the children. The Centre is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The Children's Centre is registered to care for a 24 children at any one time. The playgroup caters for 14 children; currently there are 13 children on roll. All the children receive free early education. The playgroup is open each day from 12.30pm to 3.30pm during term time. Children bring their lunch to have at playgroup. A creche runs at various times throughout the week to support parents and carers attending the centre. The setting welcomes children with learning difficulties and/or disabilities and those with English as an additional language.

The local authority oversees the operations of the centre, including the management of the budget and recruitment of staff. There is an overall centre manager. There are three staff who work with the children in the playgroup, all staff hold early years qualifications to level 3 and the playgroup leader has a relevant level 4 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff know the children and their families well, and have developed positive relationships with them, this enables the children to develop a sense of belonging. Sound systems are in place for gathering information about children to ensure their needs are met, and this helps to promote an inclusive learning environment where children are respected as individuals. Staff use their good knowledge of the Early Years Foundation stage to plan activities to take children's learning forward, although learning priorities are not always clearly identified. The staff team are reflective and systems are in place for self-evaluation which demonstrates a strong capacity to improve, but this is not yet fully embedded as part of routine practice. Overall children make good progress.

What steps need to be taken to improve provision further?

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

- extend the use of observation to identify learning priorities and plan relevant learning experiences for each child
- extend the procedures for self-evaluation, reflective practice, and informed discussion to identify the setting's strengths and priorities for development that will further improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well-protected as a result of staff's knowledge and understanding of effective practice. Appropriate measures are in place to ensure staff are vetted for suitability. The setting has a range of policies and procedures in place, including an induction policy for students, which are implemented by the staff team. This ensures the safe and efficient management of the provision. Effective risk assessments and checklists are in place which enable children to move freely and safely around the provision. The high staff ratio and effective planning of adult-led activities, allows staff to be deployed well throughout the playgroup setting, and to provide high levels of supervision.

The learning environment is organised effectively to provide for child-initiated play as well as adult-led activities. Children enjoy their time in this setting, they are valued as individuals and there are positive images which reflect the diverse world. There is free flow play between the indoor and outdoor environment and staff interact well with children to meet their individual needs. Children are interested in the resources on offer which provide challenge and stimulation. They are able to make informed decisions about their play and to supplement play with additional resources. For example, a child accesses a bunch of keys from the 'choosing shelves' to extend his play outside. This is good practice. All of the staff have a suitable early years qualification, and staff receive in-house training as a team or attend training within the local authority to ensure their knowledge is updated. Students are welcomed into the setting which further demonstrates a commitment to the role of training in good practice. Staff work well as a team together and they have designated roles and responsibilities. These effectively contribute to the smooth running of the setting and promote good outcomes for children.

The staff team understand the importance of reflective practice to support outcomes for children. Many improvements have been made which have impacted very positively on the learning experiences for children. For example, once a week the playgroup visits a local 'Smart Start' centre where they access the woodland environment. This provides a wonderful, stimulating outdoor learning classroom. Other developments, such as the introduction of learning journeys and the re-organisation of areas to encourage children to access resources independently, have further supported outcomes for children. These developments show a strong capacity to improve. Use is made of the formal self-evaluation tool to identify suitable priorities for improvement, however the wider processes of self-evaluation such as monitoring and review strategies involving all the setting's users, are not yet fully embedded.

The setting has developed very strong relationships with parents. This has been achieved through an initial programme of home visits and induction visits to playgroup, and through engaging parents in a variety of innovative projects, such as promoting healthy eating through 'what's in the box?'. Parents speak very highly of this setting and its caring staff. They identify with the learning experiences on offer having a positive impact on their children's individual learning. Wider partnerships have been established with local schools which facilitate the transition

between settings.

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

Children enter the setting confidently and know the familiar routine which helps them to feel secure. They are cared for in a calm and relaxed environment which celebrates diversity. Good progress is made in all areas of learning and development. Resources and activities are attractively set out. This captures children's interest and they concentrate well on their chosen activity. Staff gather information from parents about children's starting points as well as observe children closely during visits. This enables them to effectively build on what children already know. Children who speak English as an additional language are supported well. This is because staff work closely with parents enabling them to effectively maintain communication and promote inclusion. Activities are planned to meet the general learning needs of the children, and there is much valuable exploratory play. However, individual next steps are not always clearly identified to ensure maximum progress towards the early learning goals.

The children have free flow access to outdoor play. Their co-ordination skills are developing well. This is because they access a broad range of outdoor equipment and they are beginning to use wheeled toys and negotiate obstacles with increasing control. Children's social and emotional development is well-promoted through the key worker system and strong attachments are evident. Staff interact well with children to consolidate and extend their language development. They sing action songs at the start of the session and children and staff greet each other as the register is taken. Children use the computer to develop their information and communication technology skills. Activities are provided which come from observations of children's interests. For example, children explore spiders, and a giant wool web is created on a table. Children make their own model spiders to put on the web, carefully counting the number of legs. There are opportunities for children to access the well-resourced writing area and they use scissors, card and tape with increasing competence. Staff sensitively provide support but allow children to practise these skills independently. This means children become confident in their own abilities which impacts positively on their self-esteem.

Through effective practical routines, children are developing a good understanding of the importance of personal hygiene. This is because they wash their hands at appropriate times which minimises the spread of cross-infection. Staff have worked hard to promote healthy eating through a variety of imaginative projects. This is a strength of the setting. Children start the session by having lunch which they bring from home and staff eat alongside children and talk about what they are eating. A fruit shop is run at the end of the session to encourage children to make healthy selections. The system of free access to outside play means children's health and well-being is benefitted by plenty of fresh air and activity.

Children behave well in this setting, working alongside each other and interacting well together. Their understanding of positive behaviour expectations is supported

by staff providing gentle reminders. In addition, there are high levels of adult supervision and children receive positive praise for their good behaviour and achievements.

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