

# Alnwick Children's Centre

Inspection report for early years provision

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EY435776

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**Inspector**

Anthea Errington

**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).

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## **Description of the setting**

Alnwick Children's Centre playgroup opened in 2011 and is managed by Sure Start. It operates from within the children's centre in the grounds of a local school in Alnwick, Northumberland. Opening times are Tuesday and Thursday from 9.15am until 11.15am and 12.45pm until 2.45pm, term time only. They are registered on the Early Years Register for a maximum of 12 children at any one time, of whom, none may be under two years old. There are currently eight children on roll. The setting employs two full-time staff, who hold an appropriate early years qualification.

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

Overall the quality of the provision is good.

The setting is committed to providing a welcoming and inclusive environment where all children are valued and respected. Staff members demonstrate a positive attitude towards the Early Years Foundation Stage and know the children in their care well. They have developed effective systems to observe and assess children's development. They have begun to use these to plan for children's next steps of learning. Effective links with parents ensures that they are kept fully informed of their children's progress. However, links with other provisions delivering the Early Years Foundation Stage have not yet been fully developed. The setting has begun to evaluate ensuring that they continually improve on the quality of the provision offered.

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

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

- make effective use of observation of children to assess the progress children are making towards the early learning goals to effectively plan for their next steps and share with parents
- promote effective continuity and progression by sharing relevant information with other provisions delivering the Early Years Foundation Stage.

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

Staff members are clear of their role and responsibilities to ensure children's safety and well-being. They are clear of the procedures to follow should they have concerns. The written informative policy relating to safeguarding ensures that parents are aware of the procedures, which are followed. Documentation evidences that all staff are vetted and the identity of visitors are checked. All required documents are in place, including accident, medication and attendance records. Appropriate written risk assessments are in place, as well as daily safety checks of the setting to further ensure children's safety. Staff deployment is very

good and all areas are supervised at all times.

The staff team are dedicated to continuous improvement. They have recently identified improvements to the outdoor spaces to improve the overall outcomes for children. They attend regular training and welcome further training to ensure that their knowledge and skills are kept up to date. Children are taught to respect and accept differences and have access to a good range of resources, which further develops their awareness and understanding of the wider world. Good use is made of space and resources throughout the provision and children are able to move around freely. They choose independently from a wide range of age-appropriate resources, which are easily accessible to them, both indoors and outdoors. Documentation is comprehensive, clearly formatted and is effectively organised to support the efficient and safe management of the provision.

The support and opinions of parents are highly valued by the team, who welcome parents and carers' comments. An informative notice board, as well as regular newsletters and daily conversations ensure that they are kept informed of relevant issues. In addition, staff complete daily diaries, as well as written observations of children. Parents are extremely supportive of the setting and compliment the staff on their communication skills. Plans to develop working relationships with other settings delivering the Early Years Foundation Stage have not yet been fully implemented.

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

Staff members know the children well to effectively plan for their individual development needs and provides them with a good range of activities to support their overall learning, enjoyment and well-being. They are beginning to use observations and assessments of children, who are in the Early Years Foundation Stage to plan for their next stages of development within the areas of learning.

Children are extremely confident to express themselves and make good progress in their communication and language skills. They initiate conversations with the adults in the group, as well as their peers as they socially interact with one another. They thoroughly enjoy stories read to them by staff, who skilfully encourage them to interact throughout. For example, staff allow children to view the pictures in supporting them to explain the text, as well as allowing them to finish off familiar phrases. Children have many opportunities to practise their mark-making skills. For example, they confidently chalk on the path and display boards outdoors while discussing the shapes and images they draw. Children progress well in their problem solving and numeracy skills as they skilfully complete puzzles and demonstrate their understanding of shape, space and measure. They are beginning to use mathematical language, such as 'big' and 'little' and explain that 'very big' boxes will be required to store the chairs in. They marvel at the patterns they make in the sand and confidently count up to seven marks. Children demonstrate good recall skills as they discuss the recent visit from the local community support officer and engage in pretend play, discussing how they 'will

need help from the police as they are stuck in sand'. Staff use very good skills to engage children's interest in information and communication technology. Children quickly demonstrate their enthusiasm with confident keyboard skills and mouse control. Children are beginning to understand the wider world as they have access to a sufficient supply of multi-cultural resources, in addition to celebrating various festivals. Resources displayed throughout the setting help them to understand the similarities they share with others, in addition to developing a positive sense of identity.

Staff members are highly committed and take all reasonable steps to ensure the children's welfare needs are met. Children are provided with a range of healthy foods, which meet their dietary requirements, as well as their individual preferences. Children choose their own time to access drinks and snacks and use the time as an opportunity to socialise with one another. They are becoming aware of personal hygiene and know that they should wash hands prior to snacks. Through discussion, staff encourage children to be aware of their own safety, for example, they gently explain that the chairs are for sitting on, rather than climbing on. Children's behaviour is good. Staff are very good role models to children and respond to them with patience and care. They discuss with children how they may be feeling, using very good resources, so they can express themselves. For example, children use the mirror at 'welcome time' to study their own expressions and thoroughly enjoy creating happy and sad faces on the face display boards. Children flourish in the good care they receive from staff members, who work very effectively as a team.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	3
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

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