

# Surestart Lime Tree Children's Centre

Inspection report for early years provision

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EY338943

**Inspection date**

09/05/2012

**Inspector**

Lisa Parkes

**Setting address**

Heathfield Road, Handsworth, Birmingham, B19 1HJ

**Telephone number**

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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**

Surestart Lime Tree Children's Centre is managed by Birmingham City Council and opened in 2006. It operates from a purpose-built building, with disabled access throughout, within the Mayfield School site in the Handsworth area of Birmingham. The centre serves the local area and has close links with both Mayfield School and Heathfield Primary School, which share the same site. All children have access to secure enclosed outdoor play areas.

The setting is open each weekday from 8am until 6pm, all year round. It is registered on the Early Years Register and the compulsory part of the Childcare Register. The setting may care for no more than 85 children under eight years at any one time, of whom no more than 28 may be in the early years age group. There are currently 65 children on roll. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs two managers, one senior nursery officer and eight nursery officers, all of whom hold relevant qualifications. One member of staff holds Early Years Professional Status and another has gained a foundation degree.

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

Overall the quality of the provision is outstanding.

Highly effective arrangements exist to ensure children's safety and health. Children are provided with exceptional levels of care, expertly matched to their individual and holistic needs. Practitioners offer a fully inclusive and welcoming service, and share a commitment to working in partnership with others to secure the best possible opportunities for children. The management team provides resolute and knowledgeable leadership and embraces the process of self-evaluation and continuous improvement.

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

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

- helping children to learn about the food chain through planting, growing, gathering, preparing and using different foods.

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

The safeguarding of children is awarded the highest priority and excellent adult supervision ensures that children are continually kept safe. Concise policies, procedures and strategies are in place to safeguard children and to protect their

welfare. The provision has established clear management responsibilities in relation to child protection, including designating relevant staff. All practitioners know and fully understand safeguarding issues and how to implement procedures. Excellent systems are in place with regard to risk assessments, and the exemplary organisation of routines helps children to gain a sense of belonging. Robust vetting and recruitment procedures are implemented and all safeguarding regulations are meticulously met. The needs of all children are unmistakably accommodated.

Practitioners are passionate, motivated and work as a cohesive team within a happy working environment. They hold high aspirations for the quality of the service provided and there is a strong commitment to ongoing professional development. Management systems run very smoothly and staff morale is high. Actions taken by the provision are implemented with precision, and parents, practitioners and children take an active role in shaping future services. Practitioners are wholeheartedly committed to raising standards and improving outcomes for children. Staff deployment is exceptional. Practitioners utilise their time exceedingly well and children benefit from superior quality interaction with adults. Practitioners involve the children in all aspects of the daily routine and children flourish. All children, parents and visitors receive a very warm welcome.

Collaborative working with other key agencies is exemplary, which makes a strong contribution towards children's achievement and well-being. Excellent links exist with local schools to aid transition and promote optimum continuity of care. Practitioners work very closely with an extensive range of professionals to ensure that the needs of all children are unreservedly met. In addition, the provision dedicates time for getting to know children and their families, fostering genuine relationships and helping to ensure that children settle quickly and feel secure. A successful two-way flow of knowledge, information and expertise between parents and practitioners has a very positive impact upon children's development and learning. Parents are effusive in their praise for the provision, and comments such as, 'We are very impressed', 'Staff are really supportive' and 'It's so welcoming, it feels like a family' epitomise their views.

The provision is dynamic, with a fully inclusive ethos. Practitioners are dedicated to promoting the welfare of all children, and skilfully open up opportunities for them to shine. Practitioners show particular awareness of, and sensitivity to, the needs of children with special educational needs and/or disabilities and those learning English as an additional language. Integration with the nursery of the on-site special school is completely seamless, and the provision has received remarkable recognition for their pioneering approach. The learning environment and resources are easily accessible, and practitioners share a common vision to offer all children safe and enjoyable learning opportunities within a warm and accepting atmosphere. There is a very strong commitment to equality of opportunity and the play of all children is valued.

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

Practitioners demonstrate expert knowledge and understanding of the Early Years Foundation Stage and how to promote children's learning and development. An enchanting and very well equipped environment successfully reflects children's backgrounds and the wider community. High quality planning and organisation ensure that every child is challenged by the learning experiences provided. Children benefit from an excellent balance of adult-led and child-initiated activities and the routine is flexible to enable them to pursue their own interests. Children make strides in their learning and development. They become absorbed in activities and are involved in active learning for sustained periods of time. The provision is dedicated to building the foundations for future success, and children's progress is meticulously tracked through the use of learning journeys.

Children of all ages engage in an extensive range of stimulating learning experiences. Babies adore sensory play and handle a variety of materials and textures including cereals, beans, cornflour, foam, soap flakes, shredded paper and jelly. They climb in and out of giant cardboard boxes, play happily with sand and water, and explore interesting treasure baskets. Toddlers are very active and take pleasure crawling through tunnels, negotiating the soft play shapes and riding the bikes. Role play is very popular, and young children dress up and recreate personal experiences in the outdoor playhouse. Pre-school children are fascinated with insects and use magnifying glasses to investigate living things and the world around them. Practitioners intend to promote children's interest in the natural world by introducing planting and growing activities. This will enhance children's interest in the environment and help to consolidate their knowledge and understanding of healthy lifestyles.

Children's health, physical and dietary needs are met to an exceptional standard. The environment is safe and clean, and children benefit from excellent levels of healthcare, mental stimulation, access to the outdoors and loving relationships. All children have innovative opportunities to engage in an extensive range of physical activities, both inside and outside. They move with confidence, imagination and in safety as they experiment with different ways of moving, negotiate equipment, balance and climb. Children demonstrate a very positive approach towards eating healthily, and activities such as making fruit skewers, sandwiches and fruit salads help them to learn about the importance of healthy lifestyles. Topics featuring people who help us and road safety help children to focus on who they can trust and how to keep safe.

Children's behaviour is exemplary and they develop a sense of responsibility as they tidy away their toys, deliver messages to practitioners, distribute snacks and collect the plates. Practitioners are genuinely interested in what children say and do and readily get down to their level to interact with them. As a result, children are confident and self-assured and enjoy warm, affectionate relationships. Care, nurture and learning matches the needs and interests of the children who attend. They play and learn in an inviting, happy and child-friendly environment which affords them plenty of space to explore. Learning is unmistakably fun and children

regularly come across new and interesting challenges. Practitioners are dedicated to their roles and create an inclusive atmosphere where children thrive. All children enjoy outstanding opportunities to enjoy their learning and develop their skills for the future.

## 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