

All Saints Sure Start 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*.

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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

All Saints Sure Start Children's Centre is run by Medway Council. It opened in 2004 and operates from a purpose built centre. All children have access to an enclosed outdoor play area. The centre is situated in Chatham. It is open Monday to Thursday 8.30am to 5.45pm and Friday 8.30am to 4.30pm, for 50 weeks of the year.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 33 children under 8 years may attend the nursery at any one time; all may be in the early years age group. In the nursery, there are currently 36 children on roll, some in part-time places, aged from three months to under five years. Children aged two, three and four years are funded for free early education. The Children's Centre provides community services such as healthy eating projects and self-help groups. The setting currently supports a number of children with special educational needs and/or disabilities and currently supports a number of children speaking English as an additional language. The centre also runs a creche which is registered to care for a maximum of 18 children under 8 years, including no more than nine children under two years. The creche is open two days a week, all year round. Sessions are from 9am to 12 noon. A drop-in-centre also operates from the creche facility at other times.

There are 11 members of staff in the nursery. Nine members of staff work directly with the children and all hold appropriate early years qualifications to at least National Vocational Level 3. Two members of staff have achieved Early Years Professional Status and one member of staff is undertaking the Foundation Degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children feel safe and secure at the nursery and thoroughly enjoy attending the stimulating setting. Their care and learning is prioritised by dedicated staff who ensure that they are developing strong skills for the future. Children make outstanding progress towards the early learning goals, in an overall highly conducive learning environment. Extremely effective and supportive relationships with families ensure that children's individual needs are met. Everyone connected to the nursery is highly committed to evaluating practice and identifying areas for further improvement. The nursery is continuously evolving which enables them to sustain continuous improvement while fully enhancing outcomes for 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:

- strengthening the quality of the environment further, for example, by providing a more stimulating environment in which children's artwork is on display to enable their creativity, originality and expressiveness to be fully valued, extending their levels of self-esteem.

The effectiveness of leadership and management of the early years provision

Extremely thorough and robust risk assessments of absolutely everything with which children may come into contact helps the nursery to provide an exceptionally safe and secure environment. Very clear policies and procedures that all staff are fully aware of help to safeguard children. Staff have a comprehensive understanding of their role in this, participating in training that ensures their knowledge and understanding is up to date. The setting continuously evaluates safety, monitoring where and when children have accidents, in order to take action if a pattern emerges. The nursery has a very high regard to welfare and safety which they share with children, enabling them to look after their own welfare and to recognise safety issues, acting in a safe manner for themselves and others.

Children play in a bright and welcoming environment where they see many positive images of themselves and others engaged in a range of activities. However, staff do not always take opportunities to further build on children's high levels of self esteem. For example, by valuing their artwork and displaying their creations, therefore celebrating their individual achievements. Toys and resources are in excellent condition and suitable for the ages and stages of development of children attending, offering experiences across all areas of learning. Staff deploy themselves very effectively. They know the children that they are caring for very well and children benefit from high quality interaction as staff support and continuously extend their learning.

Everyone connected to the nursery is committed to continuous evaluation in order to provide an ever-evolving service that improves outcomes for children and their families. Recommendations made at the previous inspection have been addressed. For example, children regularly practice evacuation of the building ensuring that they are prepared and not unduly alarmed should a real emergency occur. Children's activities and their developmental progress are regularly monitored and changes are made to ensure that children are gaining a full learning experience. This highly effective system results in children making excellent progress. Staff regularly participate in training and monitoring. This shows that improvements continue to have a positive impact on the overall quality of the provision and outcomes for children.

Forming strong relationships with families and knowing children's individual interests and needs help staff to provide fully inclusive care. Toys and resources reflect diversity. For example, children see different languages on clipboards in the role play area and children with English as an additional language are fully supported, in liaison with parents and carers. The nursery shares in individual

celebrations involving parents and carers, helping children to respect and understand differences. Children's individual needs are fully supported and excellent strategies are used to manage behaviour, resulting in a calm environment where children are supported to think of others as well as themselves.

The nursery is highly committed to working with others to fully support children resulting in extremely good outcomes. Purposeful and professional relationships with local schools support children to make their transition successfully. Parents and carers are welcomed warmly to the nursery and are free to watch their children at play, which they thoroughly enjoy. They are fully informed about the setting's policies and are able to make use of a translation service to help in their understanding. Key persons talk with parents at the end of each session keeping them fully abreast of what their child has done that day. Children's "Special Books" are available on request to parents and carers. Staff provide regular opportunities for them to share in their children's learning and add their own input. There is much support available to parents and carers and the nursery gives further support when required, highly valuing the importance of partnership working. The settling in process is individual to each family, and includes both parents and siblings which is particularly appreciated. Overall parents and carers are extremely happy with the care that their children receive, saying that it is wonderful to see how well their children are progressing, and thanking staff for their efforts.

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

Children show an extremely strong sense of feeling safe and secure at the setting, readily approaching staff for support and guidance when required. They are relaxed in the presence of the inspector, as the manager ensures that they are all aware of why there is a visitor in the setting. Children of all ages show an excellent understanding of safety, listening to clear explanations from staff that help them to understand why behaving in particular ways is a good idea. For example, younger children are keen to do up the straps on their low level seats. The extremely high levels of interaction from staff help children to feel very secure.

Children thoroughly enjoy playing in a well resourced, inviting and interesting outside play area which offers them a wealth of experiences across all areas of learning. Older children make choices about playing in or outdoors, gaining an understanding of the importance of regular fresh air and exercise as part of a healthy lifestyle. Children take charge of their own well-being. They put on cardigans when feeling chilly and tell staff when they are tired and in need of a rest. They follow good personal hygiene practices, for example, washing their hands and faces with a flannel in front of a mirror after eating. Babies' individual routines are respected, helping them to feel happy and settled. Snack and lunch times are social occasions with children engaging in lots of conversations. Working closely with a nutritionist the nursery provides a healthy and nutritious diet, resulting in children showing an excellent knowledge of different foods and being willing to try a range of flavours, evaluating what they eat.

Children arrive very happily and are pleased to see staff who greet them warmly taking an interest in what they have to say. Children take pride in their environment, willingly tidying up. They have favourite activities and discuss these with enthusiasm. Children have a positive attitude towards learning and keenly participate in a range of activities. They play extremely cooperatively and are keen for others to become involved in their games, inviting them to participate. Children are confident and feel valued, in turn valuing others, showing kindness and compassion to their peers.

Children benefit from playing in an exceptionally well resourced nursery that offers a wealth of experiences and learning opportunities across all developmental areas. They enjoy a mixture of adult and child led activities that met their individual interests and learning needs. When children start at the nursery, staff take time to get to know them helping to plan for their individual needs, helping children to settle very well, leading to children making excellent progress in relation to their starting points. Children's "Special Books" are compiled by their key person with love and care and will provide a fantastic memento of their time at nursery. They are crammed full with written and photographic observations and show the excellent progress that children are making through the developmental stepping stones. Staff have weekly planning meetings. It is clear that as staff know the children they are caring for so well, they are providing opportunities to help children flourish.

A particular strength of the setting is children's language acquisition and comprehension. Children of all ages benefit from playing in an environment that is rich in the spoken and written word, resulting in their communication skills being in advance of their ages. Children enjoy stories, joining in with their favourites and they are supported to recognise their names at a variety of activities. There are many opportunities for children to learn mathematical concepts when playing and children of all ages show excellent mathematical knowledge. Visitors to the setting bring learning aids, such as farm animals, which help children to understand about the world we live in. Children investigate insects in the garden using magnifying glasses. They show care and compassion when they place the insects on plants so that they are safe and have something to eat. Children also care for plants in the garden, helping themselves to watering cans to tend them. Children use a range of programmable toys, such as compact disc players and computers independently. Staff also support children's growing technological skills. Clipboards placed around the nursery enable children to practise their writing and pre-writing skills while they are playing. A range of tools, such as scissors, are used by children of all ages, resulting in them doing so with competence. Children enjoy playing on a range of ride on toys and many say that their favourite activity is the climbing wall. They use shovels and wheelbarrows to move items around the garden and show much skill when jumping over posts. Children's understanding of the wider world is demonstrated through imaginative play, where they take on a variety of roles, working together when making meals with mud and water, for example. Children have favourite colours and point them out on their clothing. Artwork is individual to the child, making the result and the process highly valued. Overall children are developing strong skills for the future. They are active, inquisitive and independent learners who are encouraged to undertake difficult tasks resulting in them

acquiring excellent skills.

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?	1
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	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

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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