

# Belvedere Sure Start Children's Centre

Belvedere Road, Broadwalk, Salford, Manchester, M6 5EJ

<b>Inspection date</b>	20/03/2013
Previous inspection date	17/11/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children make good progress overall in their learning and development because the staff are skilled at providing a range of interesting activities.
- Children settle well at the nursery because they are supported effectively by a key person who takes a special interest in ensuring their well-being.
- Children are particularly well supported in developing their early communication skills as staff implement specific strategies to encourage their language development.
- Effective and well-established partnerships with a wide range of other professionals enables staff to provide very good support to children with additional needs.
- The strong leadership provided by the management team encourages all staff to share an ambition to continually drive improvement.

### It is not yet outstanding because

- Occasionally, staff are less confident at setting targets that further challenge the most able children.
- Sometimes, staff miss opportunities to engage the two-year-old children in their activities to encourage them to persevere with their chosen tasks.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the three play rooms and outdoor play areas.
- The inspector completed a joint observation with the manager of the provision in the pre-school room.
- The inspector held meetings with the manager of the provision and spoke with the children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Heather Morgan

## Full Report

### Information about the setting

Belvedere Children's Centre is situated in the Salford area of Manchester and was first registered in 1998. It is managed by Salford City Council. Children are cared for in three rooms, each of which has an enclosed outdoor play area. The centre is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open every weekday from 8am to 6pm. There are 55 children on roll, aged between three months and five years. The centre receives funding for the provision of free early education for two-, three- and four-year-olds. The centre supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are 18 members of staff, three of whom are educated to degree level, 11 hold early years qualifications at level 3 or above and four at level 2.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- consider ways to further stretch the most able children by setting new and challenging targets
  
- extend opportunities to encourage two-year-old children to persist with their chosen activities and further encourage their concentration and perseverance.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

The skilled and enthusiastic staff team have a good understanding of how children learn and develop. Consequently, they provide an interesting range of activities that reflect children's interests and support their progress. They have high expectations of the children and interact sensitively with them to encourage them to solve problems. For example, when children are constructing models, staff challenge them to work out how to fix pieces together to achieve their goal. Staff observe children closely to evaluate the progress they make and plan their next steps for learning. This is successful in supporting all children in making good progress, overall, in their learning and development. However, occasionally staff lack confidence in planning new and challenging activities to stretch the most able children.

There is a particularly strong focus on promoting children's early communication skills. One member of staff has attended 'ICAN' training and has championed specific strategies that have been shared with parents and the rest of the staff team. Children learning

English as an additional language and those with additional needs have specifically benefited from this approach. All children respond well to the regular opportunities they have to listen to familiar stories and sing their favourite songs and rhymes. Staff use open-ended questioning effectively to encourage children to work things out for themselves. They make time to listen carefully to what children have to say.

Staff know the children well and pay particular attention to what they enjoy and what interests them the most. This enables them to plan and develop learning experiences that capture children's interests. For example, they provide additional resources for children who are using a set of tools to 'fix' equipment around the nursery. They suggest extending their play to the outdoor environment. Children are encouraged to make independent choices and are skilled at initiating their own play. Although, sometimes staff miss opportunities to fully engage with the two-year-old children in order to encourage their concentration skills. Nevertheless, children of this age enjoy a wide variety of interesting and challenging activities both indoors and outdoors.

Staff work hard to engage parents in their children's learning. They share a wealth of information about the activities their children enjoy and the progress they are making. Informative displays around the nursery and interesting booklets provide tips to help parents support their children's learning at home. Staff also develop effective working relationships with many other professionals. This enables them to access expert support and guidance to ensure that all children, especially those with specific needs, receive the help they need in order to make good progress based on their individual starting points. Consequently, the nursery provides a firm foundation for children's future learning and development.

### **The contribution of the early years provision to the well-being of children**

Children settle well and are happy at the nursery. Staff take time to get to know the children and their families before they start at nursery. Parents value the individual settling-in procedures that help them and their children make a smooth transition from home to the nursery. Children develop close relationships with a key person at the nursery. This helps them settle and provides a secure base from which to explore their new environment and to make friends with other children and members of staff. They enjoy spending time during the day with their key person, such as sitting down together at meal times. Younger children, in particular, turn to their key person for comfort and support when they are tired or upset.

Children are familiar with the routines of the nursery and grow in confidence as they become more independent. They learn to wash their hands before meals and enthusiastically attempt to put on their outdoor clothes before playing in the garden. Staff regularly encourage the children and praise them for their achievements. This promotes children's self-esteem. Children's behaviour is good. They play well together and even the youngest children are learning how to cooperate with one another. Staff support them sensitively in learning to share their resources and take turns. For example, when playing with play dough, as new children join the activity children are encouraged to share the dough out so that everyone has some. Children develop good friendships with one another

and comment on feeling happy because their friends have chosen to play with them. They invite each other to join their games. For example, when playing outside with hoola hoops they encourage other children to play.

Children develop a good understanding of the importance of a healthy lifestyle. They enjoy regular meals, snacks and drinks throughout the day. They talk about the food helping them grow strong. Children relish the many opportunities they have to play outdoors in the fresh air. They enjoy taking regular exercise as they run around or ride on their wheeled toys. Children learn how to consider and manage risks for themselves, particularly when playing outdoors. For example, children work out that they need to get off their trikes when they encounter steps. They bump the trikes down the shallow steps, then get back on to continue their ride.

The regular routines of the day provide children with opportunities to rest or play quietly if they choose. Younger children sleep during the day if they need to. Children are cared for in three separate areas, based on their age or stage of development. They are supported well in making the transition from one area to the next. They make regular visits to the next group and are supported by their key person as they get to know the staff in the next room. Staff periodically move around the different groups and parents value the continuity of care this provides for their children. The nursery also provides good support for children when the time comes for them to move on to school. They establish good links with the local schools and invite them to come and meet the children in the nursery, so they can get to know them before their transition to school. Staff organise activities to celebrate a range of different festivals and events. This helps children develop their awareness of difference and diversity. Parents are encouraged to share their family traditions with the nursery, so that the celebrations reflect the diversity of the nursery community.

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

The staff team benefit from the strong leadership of the management team who have a clear vision of how to deliver good quality learning and development experiences for young children. The management team have a secure understanding of their role in meeting regulatory requirements and embedding a shared culture for driving improvement. Robust recruitment and induction procedures are implemented effectively to assess the suitability of all who work with the children. Comprehensive procedures are in place to support staff in taking appropriate action in the event of any concerns. Staff are familiar with these procedures and ensure that parents also understand the nursery's responsibility and commitment to keeping children safe and secure.

The management team work closely with parents, staff and other professionals to review and evaluate their practice. They have a good understanding of the strengths of the nursery and can identify appropriate actions to drive improvement. There has been a recent review of the policies and procedures that underpin the good practice of the nursery. All staff have been involved in agreeing any changes and are enthusiastic about

trying out new ideas and procedures. The management team monitor the effectiveness of the activities in promoting children's learning and development. They meet regularly with staff to acknowledge good performance and discuss areas for improvement. This results in staff sharing an ambition to drive improvement. They relish opportunities to access training and are enthusiastic about sharing what they have learned with the rest of the team. Managers build on the confidence of the staff and encourage them to take on new responsibilities that reflect their continuing professional development. Regular appraisal and supervision meetings create a working environment within which staff feel empowered to develop their knowledge and professional practice. This has a positive impact on the ways in which they support children's learning and development.

The management team work closely with the adjacent children's centre and establish good relationships with a range of different professionals. They provide good support to the parents and help them access a range of different services to support their children and families. Parents are well informed about the nursery's policies and procedures. They trust the staff caring for their children and highly value the impact they have on supporting their children's learning and development. The strong links the nursery develops with other professionals provides a cohesive service to parents and children. For example, children can access the services of a health visitor and speech therapist at the nursery and are encouraged to register with the local dentist. The nursery is a valued service within the local community. The management team and staff work together well to ensure that individual children receive the support they need. This makes a strong contribution to meeting the needs of all the children attending.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	511506
<b>Local authority</b>	Salford
<b>Inspection number</b>	869428
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	90
<b>Number of children on roll</b>	55
<b>Name of provider</b>	Salford City Council
<b>Date of previous inspection</b>	17/11/2010
<b>Telephone number</b>	0161 778 0051

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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Piccadilly Gate  
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