

# Galton Valley Children's Centre

Great Arthur Street, SMETHWICK, West Midlands, B66 1BA

## Inspection date

Previous inspection date

04/12/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

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

3

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

3

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

3

## The quality and standards of the early years provision

### This provision requires improvement

- Children feel safe and secure in their relationships with staff and the implementation of an appropriate key person system. This improves relationships with the children and their families supporting the children's well-being.
- Strong and effective partnerships with other agencies and professionals are instrumental in supporting individual children and families, particularly children with English as an additional language and children with special educational needs and/or disabilities.
- Safeguarding arrangements are secure as staff have a sound knowledge and understanding of their roles and responsibilities with regard to monitoring and reporting any child protection concerns they may have.

### It is not yet good because

- There are some inconsistencies in the quality of teaching and how observations and assessments are used to ensure that next steps for children are accurate and precise in order to make better progress.
- Some areas of the premises are not maintained in a clean and hygienic condition, increasing the risk of the spread of infection and marring children's developing awareness of enjoying and caring for their environment.
- Meal times for older children tend to be too long as children serve themselves, leading to some children's food going cold while they wait for their turn.

## 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.

## Inspection activities

- The inspector observed practice in all areas of the setting, indoors and outside.
- The inspector spoke with children, staff and the manager during the course of the inspection.
- The inspector met with representatives of the governing body responsible for the management of the provision to discuss leadership and management.
- The inspector took account of the views expressed by some parents spoken with during the inspection.
- The inspector carried out a safety check on the premises indoors and outside.
- The inspector examined a sample range of documentation, including some children's developmental and admission files, staff suitability and training records, risk assessments, policies and procedures.

## Inspector

Patricia Webb

## **Full report**

### **Information about the setting**

Galton Valley Children's Centre Day Care was registered in 2006 and is on the Early Years Register. The provision is known locally as Bright Lights Day Nursery and is situated in purpose built premises in Smethwick, in Sandwell. It operates under the management of the board of governors of Galton Valley Primary School. The nursery serves the local area and is accessible to all children. There are a number of enclosed areas available for outdoor play to the front and rear of the premises.

The nursery employs nine members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery is also supported by a qualified teacher assigned to the children's centre.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 84 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve the quality of teaching to ensure that children make better progress in their learning and development by: using effective questioning of children to promote their thinking skills and development of spoken language; using robust and accurate observations and assessments more effectively to challenge children and plan for their next steps
- improve the cleanliness and hygiene of the premises to reduce and minimise the risk of the spread of infection with particular regard to general cleaning and the removal of litter outside.

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

- improve the existing systems for monitoring practice further, by supporting the manager with more regular supervision as the weaknesses in teaching are being identified and addressed
- review the lunch time arrangements for older children to reduce the waiting time and offer a more calm environment conducive to children enjoying the social experience and honing their skills in using cutlery.

**Inspection judgements****How well the early years provision meets the needs of the range of children who attend**

Children are making satisfactory progress in their learning and development supported by staff who are developing their teaching skills in order to improve outcomes. Staff are being supported by a qualified teacher, the setting manager and the early years team to develop more confidence and clarity in planning, observing and assessing children's attainment. Children are making steady progress although, at times, this is due to the intuitive attention to children's care needs rather than precise teaching. For example, staff chatter constantly and give running commentaries with the children. This is very effective in ensuring that children, especially those with English as an additional language, hear spoken English in order to develop their acquisition of the language. However, staff tend to not use effective questioning techniques well enough to elicit verbal responses or encourage children's critical thinking skills. During a story time session with some young preschool children, staff do not involve the children actively enough, such as getting them to make the sounds of some of the animals in the story, or consider why the baby is crying. Consequently, some children lose interest in the story and start to fidget. Staff have, however, considered the broad age range in the preschool base and organise group activities in smaller groups to take account of children's varying concentration abilities.

Assessment systems are being reviewed at present and staff are able to relate information about individual children's characters and progress. Some assessments lack definition in their content and do not clearly indicate what next steps are being planned for some children. This results in some children not being fully challenged or extended in order to make better progress.

In others respects, particularly the work done with children with English as an additional language, the setting is working effectively to support children's needs. Good use is made of staff's linguistic skills in order to promote effective communication with children and families. Parents are asked to provide some key words in home languages in order to help children settle when they first start. Staff make very good use of Makaton sign language on a daily basis to enhance all children's communication. This is also effective for individual children who have been identified as benefitting from additional support in order to achieve. Additional staff are also secured by the setting to further support individual children. The creation of the nurture group for some two-year-old children is proving successful in offering a smaller and more intimate environment where their individual needs can be addressed as they gain confidence and become familiar with nursery staff and routines, including coping with separation from their parents and carers.

Children enjoy the cookery activity, taking turns and mixing the dough with gusto. Staff describe what is happening during the activity and ask the children to consider which spoon they might use to place the various ingredients into the bowl, the big spoon or the small spoon. Staff understand the learning objectives behind such an activity and know that children are gaining an awareness of size and volume, how ingredients change when mixed, and developing physical skills in dexterity and the use of tools. Babies delight in showing off their skills at completing simple inset puzzles and toddle over to the low level storage to get another puzzle to try. Staff again offer lots of conversation but without the added factor of encouraging further thinking.

Parents speak fondly about the nursery and the staff. They appreciate the daily diaries that are completed, if parents wish, to outline a child's day at nursery. Parents become actively involved in their children's learning and development as they work on simple 'homework', such as searching for different leaves when out and about with the family or trying the early writing skills, tracing over letters. They also speak about how well their children are supported in gaining basic skills and independence as they prepare for the move to school.

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

Children are settled and at ease with the friendly staff. The key person system is well-established and there is scope for staff to 'match' children to the various staff as they observe children during their first few weeks in the setting. This contributes to children relating positively and seeking out familiar staff for reassurance, particularly when visitors are in the setting. Children's next steps in their early educational experiences are suitably promoted. They develop their independence as they have easy and ready access to a range of resources that promote their learning and development, indoors and outside.

Boxes and storage drawers have both pictures and written labels on, to ensure that all children can make their own choices about their activity. Children are also well supported as they learn to attend to their own personal care. Staff discuss the optimum time for steps, such as potty training, with parents to ensure a consistent approach is organised. Children's health is further promoted as they have daily access to outdoor play. They dig vigorously in the raised garden beds, propel themselves eagerly using the tricycles and sit and ride cars, and clamber over the attractive static equipment, such as the wooden pirate ship, with excitement. Children develop their independence further at meal times as they are helped to serve themselves and enjoy the social interaction. The current routine for the older children is rather laborious and means that some child's food is starting to go cold before all the foods for their meal have been served and some children can become a little impatient. Staff are also not so readily on hand to further encourage some younger children in using their cutlery more skilfully.

Children are learning about their own safety as they understand about not running inside the nursery and how to cross the road safely when out and about. They also participate in regular fire drills and use large equipment with care. Staff undertake daily risk assessments on the premises and generally these are effective in minimising risks and hazards to children. A recent incident occurred, when a member of staff, who was off duty at the time, used some electrical equipment to attend to her personal care within a care base. The member of staff had conducted a visual risk assessment, and made sure that children were safely accommodated behind a secure barrier and fully supervised in the care of two staff who were still on duty. The member of staff has informed the manager of the incident. Following investigation of the incident by the senior management team, staff are being reminded about using the dedicated staffroom for attending to their personal care needs. Generally, the premises are safe, secure and well-laid out. However, the floors in some areas show signs of dust, sand and materials, such as playdough, stuck on the floor. This is particularly in the preschool base and the sensory room and results in the risk of the spread of infection not being fully minimised.

Staff are positive role models with regard to promoting children's behaviour. Children are supported as they learn to share, take turns and co-operate and are sensitively reminded about saying 'please' and 'thank you'. Older children seek out their friends and greet them warmly as they arrive during the day.

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

This inspection was conducted as result of concerns received by Ofsted regarding health and safety arrangements on the premises. The inspector found at the inspection that an incident did occur with regard to a member of staff using hair straighteners on her hair within the baby room care base. The management is aware of the incident and has taken steps to ensure that such an incident does not happen again, including reviewing risk assessments and following staff disciplinary procedures. Ofsted is satisfied with the action taken by the management. In other safeguarding respects, staff have a sound knowledge and understanding of their roles and responsibilities regarding child protection. They are

fully aware of the procedures to be followed in the event of an allegation of abuse or neglect being made about a member of staff. They understand their role in reporting any concerns they may have about practice in the setting, adhering to the organisation's whistleblowing policies and procedures. The setting works very closely with parents and any other agencies who may be involved in a child's welfare to ensure that outcomes for children and their families improves. Parents are fully informed of the setting's duty of care to act in a child's best interest at all time with regard to child protection concerns. Staff within the host children's centre speak positively about the professional approach from the nursery staff in working in partnership and supporting families.

The setting follows the local authority procedures for the recruitment and selection of staff. All personnel undergo the necessary Disclosure and Barring Service clearances to confirm their suitability to work with children. The manager conducts regular appraisal and supervision for staff to ensure their ongoing suitability and identify any training needs or weaker practice in order to improve the provision. She works closely with the qualified teacher and senior management within the school to drive further improvements. Staff speak with deep appreciation of the manager and her commitment to developing their confidence. They are now engaging in reflective practice, having been made aware of the benefits of fully understanding how such guidance can help them hone their skills and develop the teaching.

The senior management team from the registered body acknowledges that their attentions have been diverted to the needs of the school and there have been changes to the operation of the children's centre. The team is now taking a more active role in the governance of the nursery and the operation of the nursery is a standing item on the governors meeting agenda. The manager is confident that she can speak with senior management at any time. However, it has been some time since the manager has had formal appraisal done by her line manager.

All senior management are aware of the weaknesses within the practice and are now working more systematically to bring about improvement. They have set realistic action plans that include the guidance and skills of various agencies including the school head teacher, the children's centre teacher and the early years team from the local authority. A recent review of the provision has resulted in the development of the smaller nurture group for some two-year-old children, to enable them to benefit from a more intimate environment. Staff are able to offer one-to-one support for children and this also contributes to them feeling emotionally secure. Such considerations demonstrate that the management has a clear vision to improve, being particularly aware of the weaknesses within teaching and assessment. Consequently, children are making satisfactory progress and no children is being left behind. The management are however, seeking to work more actively to improve and ensure that children can make the best progress, given their varying starting points. The process of self-evaluation is being updated as the setting makes further progress. Parents speak well of the setting and the staff. They feel confident about being able to speak with the manager or her deputy and are also made fully aware of the overall management structure of the organisation. They are confident that if they were to have any concerns, these would be handled appropriately. Parents are also confident that children are being prepared well for their move to full time school.



## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY338976
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	946045
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	89
<b>Number of children on roll</b>	84
<b>Name of provider</b>	Galton Valley Governing Body
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0121 555 4870

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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.

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