

B2b+ Project

Hendon Health Centre, Meaburn Terrace, SUNDERLAND, SR1 2LR

Inspection date	27/03/2014
Previous inspection date	22/06/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The staff team have an excellent understanding of the learning and development requirements, which they use to plan an exciting and challenging range of activities and experiences for each child.
- Children make outstanding progress, as a result of staff awareness of individual needs and precise assessment and planning for all children.
- Children's needs are quickly identified, and exceptionally well met through the robust and effective partnerships between parents and external agencies and services.
- Superb partnerships are in place to involve parents and carers in their child's learning and development, which means that children are very well supported in their learning at home.
- Managers regularly review the overall provision, planning and assessments so that the nursery continues to develop and reach high standards. This means that children's individual needs are very well met.
- Staff are enthusiastic, highly motivated, caring and fully involved with the children. Therefore, children are confident, very happy individuals who learn and achieve extremely well.
- Staff demonstrate an excellent knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Robust policies and procedures are implemented, which ensures a safe and secure environment for the children.

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 activities in the playrooms and the outdoor play area.
- The inspector conducted a joint observation with the manager.
- The inspector met with the manager and spoke to staff and parents at appropriate times during the day.
- The inspector looked at a sample of children's learning journeys, planning documentation and a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children, the appraisal and supervision records and the provider's self-evaluation form.

Inspector

Helen Easby

Full report

Information about the setting

The B2b+ Project was registered in 1999 and is on the Early Years Register. It operates from the former Hendon health centre and is situated in the city of Sunderland. It provides a city-wide childcare service to support young parents while they participate in a variety of activities including education, training, careers advice and parenting classes. The nursery employs five members of childcare staff. Of these, all hold appropriate early years qualifications. The nursery opens Monday to Friday, all year round. Sessions are from 8.30am until 4.30pm. Children attend for a variety of sessions. There are currently 18 children on roll, all of whom are in the early years age group.

What the setting needs to do to improve further

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

- continue to monitor and evaluate the systems in place which support and complement children's learning and development, to ensure that the outstanding practice already achieved is sustained and improved upon.

Inspection judgements

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

Staff have an excellent knowledge and understanding of the Early Years Foundation Stage and the ways in which children learn through play. They provide a wide range of exciting and stimulating activities in both the indoor and outdoor environments, which meet the individual needs of the children exceptionally well and support their future learning. Staff identify children's particular interests through careful observation and through frequent discussion with parents. Children's learning journey records reflect these interests and show the next steps in the child's learning. Planning is flexible and responds to the needs of the children. For example, children's interests are identified and incorporated into the continuous provision, these plans are adapted and respond to the individual needs of the children, often on a daily basis.

The extremely warm, welcoming environment encourages children to explore and to make independent choices. The layout, equipment and enhancements in the playrooms are outstanding. Equipment is of a high quality, staff also provide experiences that parents are able to try at home. For example, staff make a sock tunnel from a cardboard box which children enjoy exploring, this activity can be replicated at home by parents. The children are given time to choose and play freely, with appropriate and timely support from staff. For example, in the home corner a cutting activity using real fruit and vegetables is available. As children approach, staff support the activity demonstrating and talking about it, extending the children's language and physical development extremely skilfully. As a result, children are highly effectively supported to acquire the skills needed to be ready for

the next stage in their learning.

The outdoor environment is exciting and stimulating. Access to outdoors is free flow from the playrooms. The outdoor play area is extremely well equipped with excellent resources for the children. The children access open-ended activities which promote their learning. They are skilfully supported by staff who extend their learning, for example, a water trough is set up with guttering, children have access to a variety of equipment for pouring and are shown how to pour the water into the guttering and catch it. Children respond well and laugh and talk excitedly during the activity. Staff promote language development throughout using appropriate language and gesture to emphasise the words. Children make good progress in the nursery. This is because staff have very high expectations of the children. They are skilled at supporting children in reaching their highest potential. A comprehensive tracking system is in place, which shows children's starting points and shows good progress in all areas of learning for all children. This means that staff are able to identify where they need to provide more learning experiences, ensuring that children continue to progress. Parents and carers are highly involved in sharing and contributing to their children's learning and development. Information is gathered from parents regularly and this information is used to provide very detailed plans for the children's development and next steps. Key persons know their children extremely well and are able to plan effectively and precisely for them. Learning journey records are frequently shared with parents, who report that they are kept up to date with what their child is learning, 'every time he does something new they tell me'. As a result of this outstanding shared experience, children's learning is very well supported all-round.

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

Children are provided with a warm, welcoming and enabling environment, which supports their development and well-being. Children know their key person very well and they greet each other warmly. This helps children to form positive relationships and very secure emotional attachments. The key persons know the children extremely well; this is because of the well established relationships with parents and carers and means that information regarding the children's needs is effectively shared. Children clearly thrive and grow in confidence in this trusting environment. There are high expectations of the children and they are supported well in all aspects of their development. Children are able to make independent choices, resources are safe and accessible, for example they choose which book they want to read and decide which equipment they need to roll down the ramps in the floor activity.

Children are developing their independence. When dressing to play outdoors the children are supported in beginning to help themselves by being encouraged to 'put your legs in, one, two' and to push their feet into their shoes. This means that the children are learning the process for dressing themselves. Children are encouraged to take part in a cooking activity. They are given utensils to use and are supported to mix and roll out their dough and add toppings of their choice. This means that children are developing their skills in making choices and being independent. Children learn about healthy lifestyles through discussions, routines and activities, for example, children are encouraged to wash their hands, they are provided with healthy snacks and the home corner is supplied with fresh

fruits and vegetables for the children to play with and explore.

Feelings and behaviour are managed very sensitively by staff and a positive approach supports the children to deal with their emotions. Children are supported individually to deal with their emotions and behaviour. This means that the children are well supported in their transitions from home to nursery. Children respond well to the boundaries in place and, as a result, children's behaviour is very good. Children are encouraged to consider risks and their own safety. For example, they are reminded about safety rules, such as to walk inside, they are able to use the correct tools for activities. For example when cutting, the knives used are appropriate for the purpose and children are able to cut the food, this significantly enhances the activity. In the outdoor environment children are encouraged to try walking along a low beam holding the hand of a member of staff. This means that the children are able to assess the risk themselves and are able to try out and practice skills in a controlled way.

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

Children's welfare and well-being are extremely well promoted because there are comprehensive policies in place, which link directly to the safeguarding and welfare requirements. Whistle blowing and use of mobile phones are included in the policies and are adhered to rigorously. Staff all read and sign the nursery policies and procedures. There are rigorous safeguarding practices in place and the manager and staff work very closely with external agencies. Staff training in relation to safeguarding is extensive and thorough. All staff complete training in relation to specific areas of safeguarding in addition to statutory training. This means that children are kept safe from harm and abuse. The manager and staff team have a very clear understanding of their responsibilities and this is reflected in their policy and practice. All adults connected to the nursery are suitably vetted and documentation is updated appropriately. As a result, children are kept safe from adults that may not be suitable. Robust risk assessments and daily checks are in place and ensure that all areas and equipment are safe for children.

Leadership is outstanding; the manager is innovative in her approach to the curriculum and the learning opportunities for the children and is committed to improving all children's learning and development. The staff team are extremely well motivated, passionate and committed to developing the learning opportunities for the children. As a result, there is an evidently high morale and staff clearly enjoy working in the nursery. Staff have an excellent understanding of the learning and development requirements. The manager monitors learning programmes and quality exceptionally well through regular discussions and team meetings. Systems are in place to monitor individual children's progress. Planning documentation is monitored regularly to ensure that it is precise and accurate and reflects an accurate understanding of individual children's skills, abilities and progress. This means that children's individual needs are met exceptionally well. Professional supervision is provided and staff are able to have informal meetings with the manager if required. Annual appraisals are carried out for all staff. This ensures that staff are well supported. Self-evaluation shows vision and the manager strives for excellence. This is reflected in practice throughout the nursery. The manager acknowledges this is an

ongoing process and continually strives to always move the nursery forward.

Training needs are identified through supervision and appraisal, and a programme of staff training and development is ongoing. Training is disseminated to all staff through team meetings. This enhances the provision further and extends the learning opportunities for children. Professional support for the manager is provided by the local authority, which in turn further strengthens the staff team. Robust staff recruitment procedures are in place. Staff all hold relevant qualifications and clearly understand their roles and responsibilities. Transitions between other settings are smooth. The nursery communicates with other settings that the children attend, having regular contact to pass on information regarding the children's learning and development. Relationships with parents and carers are superb, with daily communication taking place. Parents are fully informed of their child's progress and report how happy they are with the provision 'I feel like my child is safe and secure because he is happy and comfortable'. Parents contribute to their child's learning and are fully involved in the nursery. Relationships between staff and parents are exceptional and parents clearly welcome the support that they are given, 'I can't think of anywhere better for my child, so friendly and welcoming'.

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

Unique reference number	EY256751
Local authority	Sunderland
Inspection number	860435
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	17
Number of children on roll	18
Name of provider	Sunderland City Council
Date of previous inspection	22/06/2009
Telephone number	0191 553 2381

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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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