

Sure Start Children's Centre

Howgill Family Centre, Catherine Street, WHITEHAVEN, Cumbria, CA28 7QW

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|--------------------------|------------|
| Inspection date | 15/12/2014 |
| Previous inspection date | 05/03/2012 |

| The quality and standards of the early years provision | This inspection: | 1 |
|--|-------------------------|----------|
| | Previous inspection: | 1 |
| 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

- Children are extremely happy and settled in this welcoming and inclusive environment. Their emotional well-being is nurtured through a highly effective key-person system that is tailored to children's individual needs and supports their individual preferences.
- The whole staff team are committed to improving their excellent practice. Their constant and effective evaluations place children at the heart of everything that they do. Therefore, children benefit from the highest quality of care and learning.
- Partnerships with parents are exemplary. The staff fully engage all parents in their children's learning through a wide range of innovative ways. As a result, children benefit from continuity in their care and learning.
- Children are exceptionally safe with a team of staff who show a high regard for their safety. Children learn to keep themselves safe because the staff use a broad range of highly effective techniques to teach them about safe practices.
- Children make rapid progress in their learning and development. This is because the staff skilfully monitor the progress that children are making and support their next steps in learning through an excellent range of challenging and inspiring experiences.
- Children are exceptionally well prepared for their move to school because the staff enhance all aspects of their provision and offer their outstanding support and reassurance so that children feel emotionally secure and confident.

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 had a tour of the setting.
- The inspector conducted a joint observation with the manager of the setting during a planned activity.
- The inspector held discussions with the children and the staff during the inspection.
- The inspector observed children in the main playroom and in the outdoor environment.
- The inspector took account of the views from parents and carers spoken to on the day of the inspection.
- The inspector examined a range of documents. These included the provider's self-evaluation document, the policies and procedures, risk assessment records, evidence of suitability checks and children's learning files.

Inspector

Charlotte Bowe

Full report

Information about the setting

Sure Start Children's Centre was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted glass warehouse in the centre of Whitehaven in Cumbria, and is managed by the Howgill Family Centre. The setting serves children from the immediate, urban and extended rural areas. Children have access to a main playroom, a reception area and toilet facilities. There is a secure outdoor area for children to access. The setting employs eight members of childcare staff. Of these, one holds an appropriate early years qualification at level 4, five hold appropriate early years qualifications at level 3 and one holds an appropriate early years qualification at level 2. The children's services manager holds Early Years Professional status. The setting opens Monday to Friday, during term time. Sessions are from 9am until 3pm. Children attend for a variety of sessions. There are currently 30 children attending who are in the early years age group. The setting 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 further improve the quality of the early years provision the provider should:

- enhance the already excellent systems for performance management to allow staff to undertake peer observations as identified in the detailed development plan.

Inspection judgements

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

Children make rapid progress in their learning, given their starting points. Detailed information is sought from parents through the All about me document and through effective communication as children begin at the setting to clearly determine what they can already do. The staff skilfully complement this information using their comprehensive baseline assessment. This ensures that the staff have an excellent understanding of each child's unique starting points. The staff constantly observe the children as they play and accurately record the achievements that they make. They precisely link children's learning to guidance documents and use their highly effective summative sheet to clearly define their future learning needs. The staff use this information to shape children's learning experiences and to significantly enhance the setting in support of children's needs and interests. Progress checks are completed for all children each term. These clearly record the progress that children are making in their learning across all areas and clearly highlight their next steps. Key persons regularly assess the progress that their key group of children are making to ensure that any gaps in their learning are swiftly identified and supported. This is further enhanced by the manager who completes a summative sheet for all of the

children in the setting. This means that all staff are extremely committed to supporting all children's learning and development so that they make the best possible progress. Children with special educational needs and/or disabilities are supported exceptionally well through timely interventions. Their effective individual education plans ensure that children's learning is sharply focused through specific measurable and achievable targets. As a result, all children are exceptionally well prepared for their next stage in learning and for their eventual move onto school.

The staff are highly qualified and have an outstanding knowledge of the Early Years Foundation Stage. They bring together their strengths to provide an excellent range of learning experiences that inspire and motivate children to learn. The staff communicate with children extremely well. They constantly talk to them as they play, asking a wide range of challenging questions. For example, children delight as they play with the dough and the figures. They initiate that they are going to make a sleeping bag for their man. The staff ask the children what the man is doing. Children respond by saying that, 'He is tired'. The staff further enhance this learning by asking how the man feels in his sleeping bag. Children confidently talk about the man feeling 'nice and warm'. Furthermore, as children engage in a shaving foam activity they are exceptionally well supported in thinking about what the white foam looks like. Children listen to the clues that the staff provide and eagerly reflect on their own experiences as they talk about the snow that they have recently seen on the ground. As a result, children develop excellent communication and language skills. Children are extremely well supported in developing their physical skills. For example, following their enjoyment of a bear hunt activity, the children eagerly engage and work together to create a den in the outdoor environment using a range of wooden blocks. They learn to problem solve because the staff encourage them to think about what pieces they will need to use to create a successful den and to identify when the sides are tall enough. Children enjoy hanging over the silver foil for the roof and then further extend their own play as they begin to use this as a parachute. Children develop their early reading skills because the play areas are rich in print and there is an excellent range of books for them to access. Furthermore, the staff encourage the children to take a wide range of story sacks and book bags home to share with their families. As a result, children develop their literacy skills. Children develop their all-round senses as they relax and unwind in the sensory room. They enjoy watching the bubbles change colour in the bubble tube and learn about how the concave and convex mirrors change the shape of their face. As a result, children are provided with exceptional depth and breadth in their learning and development.

Partnerships with parents are exemplary. The staff use a range of highly innovative ways to fully engage all parents with their children's learning at every possible opportunity. Staff communicate with parents exceptionally well. They share what children have been involved in during their day and provide them with a What children have enjoyed sheet so that parents can further extend this learning and interest at home on a regular basis. Parents are encouraged to share their children's achievements from home on the Wow board. The staff use this information exceptionally well to complement their learning. Children's learning files are exceptionally well presented and are available for parents to access at any time. Furthermore, key persons arrange meetings with the parents each term to discuss their children's learning in more detail. Parents are fully involved in contributing to the progress reports and actively record their children's achievements from

home. The themes that children are engaging in are skilfully shared with the parents through the newsletters and the What we plan to do balloons. The staff encourage parents to extend their children's learning and give excellent examples of how they can support this learning at home. As a result, children are provided with exceptional continuity in their learning.

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

Children are extremely happy and settled in this inclusive and welcoming environment. Staff are extremely friendly, caring and kind. They nurture children's emotional well-being through their highly effective key-person system. For example, settling-in sessions are skilfully tailored to children's individual needs and key persons are chosen once children have initiated a preference for a particular member of staff. As a result, children develop exceptional, trusting relationships with their key person. The staff are dedicated to their roles and highly value all of the children in their care. They celebrate children's achievements from home and fully support children in sharing these with their friends during circle time. Furthermore, the appealing and vibrant play areas are creatively decorated with a wide range of children's artwork. This ensures that children develop high levels of self-confidence and self-esteem. Children play exceptionally well together. This is because staff are excellent role models and skilfully support children's play. Children are encouraged to take turns when playing with the tool bench and the staff skilfully intervene to support children in their awareness of whose turn is next. In addition, children eagerly separate their dough when additional children come along so that they can join in with their play. Children respect each other and learn about the effect that their actions have on others. For example, as children touch each other's noses with the foam when playing, the staff sensitively explain that they need to be careful because if it goes into their eyes it will hurt. As a result, children have an excellent understanding of what is acceptable behaviour.

Children develop high levels of independence in readiness for school because the staff provide many opportunities for them to do things for themselves. Children eagerly hang up their coats on their photograph pegs as they arrive and independently select their name and place it onto the board for self-registration. Children feel special as they become the snack time helper for the day and confidently hand out the plates and cups to their friends. Children develop excellent self-care skills. They independently access the toilet and wash their own hands. Children enjoy trying to put on their Christmas pudding outfit in the role-play area and confidently persevere as they develop a new skill. This is because the staff give them a great deal of encouragement and praise for their efforts and are always on hand to offer their sensitive support when children express the need for help. Children are emotionally prepared for their move to school because the staff enhance all aspects of their provision and offer their outstanding support and reassurance. For example, children enjoy dressing up in a range of uniforms in the role-play area and listen to stories about starting school. They learn what the school looks like as they observe the photographs within their play environments. Furthermore, teachers from the schools are invited into the setting to observe the children in an environment that is familiar to them. This is further supported as the staff often attend the school settings

alongside children to ensure that they are settled and assured in their new surroundings. As a result, children feel emotionally secure and confident as they move onto school.

Healthy eating is highly promoted. The innovative teaching techniques and range of experiences that the staff provide are commended through their recent healthy eating award. Children learn about the effects of eating a healthy, balanced diet because the staff talk to them about this at snack time. They further support this as they invite the dental nurse into the setting to talk to the children about the effects of eating too many sugary foods and the importance of brushing their teeth. Parents are fully involved and are encouraged to record a list of healthy foods to incorporate into the snack menu for the children to try. This all ensures that children develop healthy eating practices. The staff provide many opportunities for children to exercise to promote their good health. For example, children enjoy pushing and pulling other children around in the wooden trolley outdoors. They eagerly rock back and forth on the boat and enjoy regular visits to the local park and harbour. Children actively engage in their sporty kids training, taekwondo and yoga sessions within the setting. The staff encourage children to talk about the effects that physical activity has on their bodies. Children eagerly respond and talk about how exercising makes their heart beat faster. As a result, children develop healthy lifestyles. Children learn to keep themselves safe because the staff inspire children to manage their own safety through a range of effective activities. For example, when children play outdoors they take a leading role in washing the outdoor toys with soapy water and a cloth before using them. This ensures that they have an excellent understanding of the importance of keeping the resources and equipment clean so that they are extremely safe to use. Furthermore, children learn about the importance of washing their hands before snack and learn to blow their hot food before placing it into their mouths at lunchtime. They begin to manage risks for themselves as they build with the large wooden blocks in the outdoor environment. The staff skilfully teach the children that they are not to build the sides too high because they will fall over. Children take an active role in contributing to the comprehensive risk assessments. For example, the staff ask them to consider what checks they need to make before entering the park. This ensures that children learn to assess and manage risks for themselves. Therefore, they become extremely confident and self-assured when managing their own safety needs.

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

Managers and leaders have an excellent understanding of their roles and responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. A high priority is placed on ensuring that children are protected from harm and all staff attend safeguarding training as part of their core training. This ensures that all staff are extremely knowledgeable in what would alert them to a concern about a child in their care. In addition, staff have an excellent understanding of the procedures that they need to follow in the event of a child protection concern. Highly effective recruitment procedures ensure that staff are extremely skilled and suitable for their role. For example, as part of the interview process candidates are invited into the setting to complete a range of scenarios to test their knowledge and skills. Suitability checks, including the required

Disclosure and Barring Service check, are swiftly carried out and references are sought from previous employers prior to employment. This all ensures that children are kept exceptionally safe with trusted and experienced adults. Comprehensive risk assessments are in place for all areas of the setting and for outings. These are regularly reviewed and effectively minimise any potential hazards. Furthermore, extremely detailed safety checks are carried out on the premises and resources each day to ensure they are safe and fit for purpose. Children remain safe at all times because they are supervised exceedingly well, regularly benefitting from higher adult to child ratios. They are safe from intruders because the setting is fully secure and any visitors are thoroughly checked. For example, staff check identification badges and contact the professional organisation from whom the visitor is associated with to seek the reasons for the visit and to verify who they are. Excellent procedures are in place to record children's attendance. For example, parents sign their children in each day and record the persons who will be collecting their children. This is effectively checked as children are collected from the setting and staff swiftly contact the parents if this differs from the information in the signing in book. This all means that children are kept exceptionally safe with a team of staff who show a high regard for their safety and well-being.

The quality of teaching is outstanding. Staff are highly qualified and bring together their wealth of knowledge and expertise to create a very diverse and dynamic team. They have an excellent understanding of how children learn and regularly discuss children's learning and progress with each other as they work together each day and during their regular planning and staff meetings. Furthermore, details of children's next steps are recorded in a central file so that all staff can support these across the week during a range of activities. This ensures that all staff have an excellent understanding of each child's individual needs. The whole staff team are truly dedicated to their roles and regularly attend further training opportunities to develop their already first-rate knowledge and skills. They skilfully apply what they have learned within their practice to support the children in their care. For example, staff are proactive in applying their learning from their recent phonics training to support children in developing their early literacy skills through the effective letters and sounds programme. Managers and leaders are inspirational. They invest highly in the whole staff team and offer them exceptional support. Staff attend regular supervision meetings and appraisals in order to discuss what they do well and to identify any required support and training. This is also skilfully matched to the needs of all children. Managers and leaders are continually looking at ways to monitor the quality of teaching. They have identified in their development plan that there are opportunities to enhance their performance management systems even further through conducting peer observations so that staff have further opportunities to learn from each other's practice. The whole staff team are truly dedicated to raising the quality of their provision and constantly reflect on their already excellent practice. They have successfully addressed the recommendation from their last inspection and have made many more improvements to their setting, which are having an extremely positive impact upon the children. The staff highly value the contributions from the children and parents and seek their views regularly. They use this information to make effective enhancements to their setting. This all means that the setting is going from strength to strength because the staff team put children at the heart of everything they do. Therefore, children benefit from the highest quality of care and learning.

Partnerships with parents are exemplary. The staff engage all parents through a range of highly innovative ways. The entrance area is a hive of information and support for parents. For example, key features of the Early Years Foundation Stage are displayed for parents to read. This ensures that they have a detailed understanding of the experiences that their children will be involved in during their time at the setting. Parents report that their children are extremely happy and settled with a team of fantastic staff who fully support their learning. Partnerships with others are outstanding. The staff work together confidently with a range of professionals to support the children in their care. Their exceptional links with other settings and the local schools ensure that children's care and learning needs are shared very effectively. The staff do this through an effective diary book and through sharing children's assessments regularly. Staff have exceptional links with the associated children's centre and work together with them and a wide range of other professionals involved with the family to support children's all round care, learning and development.

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 |
|---------|----------------------|--|
| 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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 | | There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not met | | There were no children present at the time of the inspection. 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

| | |
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| Unique reference number | 317612 |
| Local authority | Cumbria |
| Inspection number | 847730 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 20 |
| Number of children on roll | 30 |
| Name of provider | Howgill Family Centre |
| Date of previous inspection | 05/03/2012 |
| Telephone number | 01946 694 295 |

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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
Store St
Manchester
M1 2WD

T: 0300 123 4234
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