

SureStart Whitley Children's Centre

Inspection report for early years provision

Unique reference number EY313285
Inspection date 15/10/2010
Inspector Anne Faithfull

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Type of setting Childcare on non-domestic premises

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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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Description of the setting

Sure Start Whitley Children's Centre Nursery registered in 2002. The nursery is registered for 65 children on the Early Years Register. The nursery operates from their own rooms within South Reading Community Centre in Whitley, Reading, Berkshire. The nursery supports a number of children with learning difficulties and disabilities and who have English as an additional language.

The nursery is open Monday to Friday from 8.00am to 6.00pm all year round. There are currently 86 children on roll. The nursery employs 20 staff to work with the children, including an early years teacher. Of these, 16 are qualified and two are working towards a suitable childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides an inclusive, welcoming and motivating environment for all children and their families. Children are happy, secure and thoroughly enjoy coming to the nursery. They are making very good progress, owing to the knowledgeable, dedicated and caring staff team in place. Excellent use is made of both the inside and outside areas to promote and extend children's early inquisitiveness, development and learning. Outstanding partnerships are in place with parents, carers and other relevant professionals to ensure the unique needs of each child and their family are fully met. The self-evaluation systems completed by the staff and manager ensure there is a continuing understanding of the nursery's strengths and targets areas for further development.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure all staff consistently follow the observations and assessment systems in place
- promote children's safety further by ensuring they cannot access storage cupboards and cleaning equipment stored in the toilet area.

The effectiveness of leadership and management of the early years provision

Staff have a secure knowledge of child protection issues and undertake on going training in this area. They are aware of the procedures to follow if they have any concerns about a child in their care. There are secure systems in place to ensure all staff are checked and suitable to work with the children. Visitors and workmen working in other areas of the children's centre have their names and times of

attendance recorded. Badges are issued so staff are aware they are visitors and they are requested to return their badges when they sign out. These procedures ensure children are protected at all times. A range of comprehensive risk assessments relating to the indoors, outdoors and outings ensure children's safety. However, on the day of the inspection a storage cupboard door had been left open in a children's room. Children are aware of the steps to take in an emergency as they regularly practice the emergency evacuation procedure with the staff who are aware of their individual roles and responsibilities in the event of an emergency.

The nursery is well organised and staff make very good use of the inspirational outdoor area to help promote children's enjoyment and early learning through play and exploration. All toys and resources provided are of good quality and children can independently select the resources they wish to play both inside and outside as they are placed at their level. The staff team work together well to make sure all children's individual needs and interests are successfully promoted. They effectively encourage the children to begin to think about others and to recognise diversity. Children and their families are totally included in every aspect of the nursery and excellent systems are in place to recognise the diversity, uniqueness and characteristics of each child.

Excellent partnerships are established with parents/carers and other professionals, including those in the children's centre, ensuring children's and their families' individual needs are consistently recognised and met. Parent's views are continually sought in a variety of ways such as, questionnaires and a suggestion box where they can leave their comments. Regular meetings and fund raising events take place and informal open days give parents the chance to talk to the staff and other professionals situated in the children's centre. Parents make many positive comments including, how happy their children are to come to the nursery and the supportive and caring staff team in place.

The manager and staff continually evaluate the nursery in a variety of ways including completing the Ofsted self-evaluation form. They all share the same vision and have applied to begin to work towards the Reading Quality Award. The staff appraisal system and regular staff meetings further ensure all areas for improvement are highlighted and acted on to ensure the on going development and improvement of the nursery.

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

Children thoroughly enjoy their time at the nursery where they participate in a wide range of purposeful activities and experiences. The good balance between adult-led and child-initiated activities encourages children to develop their natural curiosity as learners. A new observation and assessment system has been implemented since the last inspection to monitor children's progress and development. Each child has their own learning journey file where observations are recorded and linked to the different areas of learning. However, currently the system is not used consistently throughout the nursery to ensure all children's

progress and next steps in their individual learning and development is identified. The outside area is a key strength of the nursery and staff utilise this in order to promote all areas of learning and development. For example, children grow their own vegetables and a favourite activity is digging in the dirt for worms. Children are provided with a waterproof suit to enable them to access the garden in all weathers and they have great fun jumping in the puddles when it is raining.

Children sit quietly on their own or with their friends to look and explore books and participate in group time where fun activities help them to learn about numbers, colours and shapes. They are beginning to be aware of skills for the future as they can access computers and use the paper re-cycling bins in their rooms. Children celebrate a range of festivals and events in their lives. They readily talk to others about family members in circle time. Children who have English as an additional language are supported well as the nursery obtains familiar words in their home language from the parents and these are displayed around their room and other areas of the nursery. This effectively contributes to showing children that their home language is valued. Displays around the nursery remind children of other countries and cultures for example currently displays are linked to Jamaica .

Children show that they feel safe, as they confidently use all available areas and are able to share any concerns. They interact positively with the staff and each other, and are beginning to take responsibility for their own behaviour as they recognise how their actions affect others. Staff act as positive role models and use appropriate behaviour management techniques. Their effective use of praise and encouragement means that children learn right from wrong in a caring and supportive environment. Children are beginning to be aware of the routines in place for example, helping to sweep up the glitter from the floor at tidy up time. They are aware of the safety rules in place such as not to run or throw balls inside as they may hit others. Regular outings and visits for instance, to the pet shop enable children to be aware of the local community and safety routines when out. Children readily approach visitors and ask them why they are there and tell them what they are doing for example, making a birthday cake. They readily greet children and staff who have joined them from the crèche. Photographs and artwork on display promote children's strong sense of belonging.

All children are relaxed, confident and enjoy their learning through play activities. Babies thoroughly enjoy exploring a range of different musical resources and readily participate in painting sessions using a range of different sponges and their hands to create pictures. The toddlers have many opportunities to be creative such as, making a farmer out of a variety of materials, textures and shapes for their autumn display. All children enjoy singing and joining in with rhymes and song and older children readily join in with staff to sing the Eddies egg song which relates to the sound and letter of the week. Children's spontaneity is recognised for example, a child asked if they could make chocolate play dough so staff provided the ingredients for them to make the play dough outside. Children experience many other creative activities and experiences for instance, they have great fun and delight as they mix cornflour, pasta and paint together in a large tray using a range of different utensils.

The nursery promotes healthy eating well. Children are able to independently go to

the snack table when they require and choose from a range of healthy foods, including cucumber, crackers and spread. They are beginning to learn how to use knives to spread and cut as the staff allow the children to try for themselves and offer support and guidance when required. Mealtimes are a sociable occasion as staff sit with the children talking to them about their day. Older children are able to serve themselves and make decisions about what they would like to eat. Babies are supported well by staff who enable them to explore and try new foods and they are able to eat at their own pace in a quiet relaxing environment. Babies and young children are able to rest and relax when they require or sit quietly with a member of staff and look at books. Good procedures are in place to ensure sleeping babies and toddlers are regularly checked.

Children are beginning to understand about health and hygiene practices, such as, hand washing routines and using tissues. Older children independently take themselves to the toilet however, some toilet areas have mops and buckets stored in them which impacts on the space and hygiene of the toilet area. Older children confidently put on their coats when going outside and younger children are encouraged to try and put their coats with staff offering support when required. Good nappy changing procedures are in place and sleeping children and babies have their own bedding. Children's physical development is promoted well. Children have the opportunity to participate in Jabadao sessions with staff. This is a specialist exercise programme which encourages children to think about and use different parts of their bodies to help their early physical development and skills. The excellent outdoor area and the resources available further encourage children's development such as, climbing and riding bikes. The free flow system between the indoor and outdoor environments, enable children to play and learn in the fresh air and all different weathers.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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