



Breckon Hill Children's Centre

Inspection report for early years provision

Unique Reference Number	508543
Inspection date	12 December 2006
Inspector	Ann Doubleday
Setting Address	Breckon Hill Road, Middlesbrough, Cleveland, TS4 2DS
Telephone number	01642248712
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Registered person	Breckon Hill Children's Centre
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Breckon Hill Children's Centre is one of three nurseries run by Playgroup Network. It opened in 2000 and operates from a large room, a sensory room and a separate sleep room in the Sure Start Breckon Hill purpose built building. The building is located within Breckon Hill primary school campus in the centre of Middlesbrough and is a designated Children's centre. A maximum of 44 children may attend at any one time. The centre is open each weekday from 08.00 to 18.00 for 51 weeks of the year. Children have access to a secure outdoor play area.

There are currently 52 children from 11 months to 11 years on roll, this includes six children over eight years. Of these, three children receive funding for nursery education. Children attend from the local community and attend for a variety of sessions. The centre currently supports children with learning difficulties and disabilities and also supports a number of children who speak English as an additional language.

Ten staff work with the children. All of the staff have early years qualifications and three staff are currently working towards a further qualification. The setting receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's physical development is supported well, with opportunities to play outdoors each day. Children enjoy the out of doors and use a range of appropriate resources including wheeled toys, and climbing frames. Children can rest and be active according to their individual needs. They learn the importance of good hygiene through daily routines. They are encouraged to wash their hands regularly before meals and snacks and after using the toilet, and are beginning to understand why they need to do so. Staff set a good example as they use protective clothing during nappy change procedures. This prevents the spread of cross infection.

Children's health needs are well met because there are clear procedures in place. High standards of cleanliness are maintained to ensure children are cared for in a warm, clean environment and the effective use of a sick children's policy prevents the risk of spreading infection. Appropriate documentation is used for the recording of accidents and medication. Two members of staff hold a relevant first aid qualification and other staff have attended a short first aid course. However, because of staff rotas there is not always a member of staff on duty with the appropriate first aid certificate, although, the manager is in process of completing this qualification.

Children begin to understand the benefits of a healthy diet through the promotion of generally healthy meals and snacks. Lunch is provided through the school catering service and teas are made by the centre's cook. Drinking water is readily available throughout the session and is accessed by the children. Staff are aware of and meet children's individual dietary needs.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a clean, warm and welcoming environment where their art work is displayed. A risk assessment is undertaken and reviewed regularly and most risks are identified and minimised. There is a health and safety statement in place and staff help children understand how to keep themselves safe. For example, as they remind children not to run around in the play rooms and give them reasons why they should not do so. There are clear fire procedures in place and a fire drill is practised with the children regularly. This means children are safe in the event of an emergency.

Children can independently access a good range of developmentally appropriate resources, which are well-organised in child-height furniture. There is a clear lost and uncollected child policy in place and the security of the main childcare room is good. Visitors to the centre are monitored and a visitor book is maintained. However, the room that is used for babies to sleep

in, can be accessed by other users of the centre and consequently, children are not sufficiently safeguarded at this time.

The welfare of children is protected. Staff have a sound understanding of their role and responsibilities under child protection have recently completed safeguarding children training. There are policies and procedures in place, which include the procedures to be followed in the event of an allegation against staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the centre, they arrive happy and settle well within the homely environment. They are making good progress. Close and caring relationships with staff increase the children's sense of trust. They are developing good relationships with each other. The good relationships evident between children and staff helps the children develop a strong sense of self. Communication skills with children are well supported through good adult to child interactions. They encourage them to talk about what they are doing and sensitively support their language development.

Staff have a good understanding of the 'Birth to three matters' framework and are using it well to plan an interesting and varied range of activities. This means children's personal, social and intellectual development is well fostered and supported. Activities and play opportunities are purposeful and developmentally appropriate resulting in children being motivated and interested. Children's self esteem is developing as a result of the staff encouraging and praising them and valuing what they have to offer.

Children that attend at the end of the school day are integrated well into the centre. They settle quickly to their chosen activities and are involved in the decision making, for example, as they choose what activities they would like to do and are involved in giving suggestions for menus and for future equipment to be purchased.

Nursery Education.

The quality of teaching and learning is good. Children are making good progress towards the early learning goals. Children enjoy their time at centre and achieve well because staff use their good understanding of the early years curriculum to provide good quality nursery education. Staff have received Foundation Stage training and are confident in the delivery of the curriculum. Activities are planned across all six areas of learning in order to meet children's individual learning needs. Assessment records which link children's progress to the stepping stones are in place, and are dated to show children's progress. Key workers are responsible for the assessment records and know the next steps for children's learning. Staff use good questioning skills to further extend children's thoughts and ideas. They involve themselves appropriately in children's activities and offer good support and praise to them.

Children are enthusiastic and eager to learn as they access a varied range of stimulating, relevant activities. A good range of resources are provided to support children's development. Children are confident in their play and learning. Children are developing their communication skills,

they ask simple questions and are encouraged to talk about what they are doing. Their communication skills are supported well by staff, who use good questioning to support children's learning. However, there are too few opportunities for children to recognise some rhyming words. Children are beginning to develop their writing skills in the mark making area, they are beginning to pencils correctly and form recognisable marks. However, mark making is not extended to other activities. Children are beginning to recognise their name as they take part in self registration. They handle books well, they eagerly select books to share during informal story sessions in the book area and know that books are read from front to back.

Children show curiosity and persist for extended periods of time at activities. They are well-behaved and have good relationships with staff and each other. Children show good interest in their environment and living things, for example, they use magnifying glasses in the outdoor play area and freely explore the stick insect. They use their senses to explore a variety of materials, such as sand, water and the feel of objects against their face in the creative area and construct well, often with a purpose in mind. They talk about their own families and are developing a good understanding of other cultures and beliefs and of the local community through the use of interesting resources, visitors to the setting and well planned activities. Children are developing good self-care skills. For example, they learn to wash their own hands, pour their own drinks and serve their own meals. They are developing a secure knowledge of health and bodily awareness, for example, they are beginning to understand why they need to wash their hands before eating.

Children move around safely and confidently, they use wheeled toys and sit and ride cars well and confidently climb on the climbing frame. They are developing good levels of hand and eye coordination as they handle small tools and equipment and use their pincer grip, for example, as they pick up small sequins to make pictures. They are developing a good sense of space as they sit together on the mat at circle and story time. Children use a computer confidently. They control the mouse and complete simple programs with support. They also use other programmable equipment, for example, they use a camera to take photographs. They are developing their understanding of number and count reliably up to five. They are beginning to compare numbers and use simple problem solving in every day activities, for example, as they add objects and work out how many they have now. Children are beginning to recognise and name simple shapes and are using size and positional language well.

Children use their imagination well in their play, for example as they decide that the spider needs to go to the doctors as he has bumped his head. They sing and dance spontaneously throughout the sessions and have good access to musical instruments. Different pieces of music are often played during the sessions. Children are beginning to recognise and name some colours and mix them to create other colours. They have good access to a range of creative resources.

Helping children make a positive contribution

The provision is good.

Children are warmly welcomed and staff ensure resources are readily available. Children learn about the local community as they take part in outings within the local area, for example, as they go on a community walk. Planned activities are undertaken and a good range of resources

are available reflecting other cultures and races. For example, the children are beginning to learn some British sign language and the environment is rich in text both in English and Urdu. This helps increase children's awareness of diversity and develop a positive attitude to others. The staff's understanding of each child's needs is used well to encourage a sense of security and belonging. There is a clear special needs statement in place and there is an identified special needs co-ordinator who has received relevant training. Children with disabilities and with English as an additional language are integrated well and all children are included in activities.

Children are well behaved and polite in response to the expectations of staff. There is a clear behaviour management policy in place which promotes the use of positive behaviour management strategies. Children are learning to share and take turns. Their understanding of right and wrong is increased through the gentle reminders they receive from staff. This means children's spiritual moral, social and cultural development is fostered.

Partnership with parents is good. Children benefit from the two way sharing of information about their needs and daily routines. Parents information is displayed on a notice board, they receive a newsletter regularly and have access to the groups policies and procedures. Parents are involved in the initial assessment of their child within the foundation stage curriculum. They informally discuss their child's development but there are no formal procedures in place to do so, consequently parents are not fully informed about their child's learning and development. There are information leaflets which are given to parents regarding the foundation stage and the 'Birth to three matters' framework.

Organisation

The organisation is good.

Space is laid out to maximise play opportunities for children, which contributes to them being happy and settled. Children are able to move around confidently and independently. Children initiate their own play and learning well. Adult-to-child ratios are well met and there is a key worker system in place. Staff are clear about their roles and responsibilities and work well together as a team. There are robust staff recruitment and vetting procedures and clear induction procedures in place. This ensures children's welfare is safeguarded.

Required documents are well-organised, contain the required information and are stored confidentially. Detailed policies and procedures in place, they are shared well with staff and made available to parents to appropriately promote the welfare, care and learning of the children.

The Leadership and management of the nursery education is good and promotes the children's learning. All of the staff have early years qualifications and a sound knowledge of the foundation stage curriculum. The management promotes staff attendance at relevant training. The knowledge gained by staff is used to enhance children's care and welfare. Staff appraisals are undertaken annually and regular staff meetings are held. The manager is aware of the strengths and weakness of the provision and is committed to improving the care and education for all children. Consequently, children's progress towards the early learning goals is good.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the provider agreed to develop the complaints procedure, provide suitable sized cutlery at meal times and to use the fire alarm to practise the fire drill. The complaints procedure has been developed and now includes the name and address of the regulator, consequently, parents are able to complain to Ofsted should they need to do so. Small cutlery is now provided at meal times, this means children are able to be more independent. The fire alarm is now used to practice a fire drill and therefore children know what to do in an emergency.

At the last education inspection, the provider agreed to develop all staffs understanding of the early learning goals to ensure that children gain the most from all activities and learning materials and to organise the craft area to enable children to make best use tools and allow them to access to a wider range of materials. Staff have attended internal and external training courses to increase their knowledge of the foundation stage curriculum. The craft area is now set out so that children can independently access tools and materials.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- make sure there is at least one member of staff with a current first aid training certificate on the premises or on outings at any one time. Make sure the first aid qualification is consistent with any guidance given to local authorities by the Secretary of State
- make sure babies are sufficiently safe during sleep times.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- extend the opportunities for children to make marks and to recognise rhyming words
- develop more formal systems for sharing information with parents about their child's progress within the curriculum.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk