



Eyres Monsell & Gilmorton Childrens Centre

Inspection report for early years provision

Unique Reference Number	EY333783
Inspection date	22 November 2006
Inspector	Karen Eunice Millerchip
Setting Address	Eyres Monsell & Gilmorton Childrens Centre, Hillsborough Road, Leicester, LE2 9PT
Telephone number	07976 347944
E-mail	chris.lang@leicester.gov.uk
Registered person	Leicester City Council Lifelong Learning
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?

Eyres Monsell and Gilmorton Children's Centre is managed by Leicester City Council Children and Young Peoples services. It has been registered since April 2006. The setting is registered to provide care for 90 children from six weeks to under eight years. There are currently 38 children on roll. The centre offers a variety of services including full day care and 'Stay and Play' sessions. Full day care currently operates from 07:45 - 18:00 every week day all year round. Children can attend a variety of sessions as needed throughout the week. The centre provides services for the local community.

Staff working in the day care setting have appropriate early years qualifications and provide support to students working towards qualifications. The setting receives support from local authority advisory teams and mentor teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are aware of good practice with regard to hand washing, brushing teeth and general cleanliness as they follow familiar daily routines and are well supported by staff. The risk of cross-infection is minimised because parents are aware that their child should not attend if he or she has a contagious illness. Children are well protected in case of accident because staff who are first aid trained are always on duty and first aid supplies are readily accessible within each room.

The risk to children from unsafe food is minimal due to good food hygiene practices. The cook keeps the kitchen very clean and well ordered, for example there are good systems in place for monitoring the fridge, food temperatures and the cooking and serving of food for children with special dietary requirements. Healthy snacks are offered mid morning and afternoon; well balanced and nutritional breakfast and lunch are also provided. A 'Healthy Eating' document has been developed and states that there will be limited high fat and high sugar products, all snacks and meals are healthy and puddings will generally consist of fresh fruit. A four week menu has been developed and is displayed for parents information.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a welcoming environment and a good range of equipment, resources and activities are organised in the spacious playrooms. The baby room is divided using low-level partitions thereby giving mobile and non-mobile children safe areas to explore and develop new skills. Children are developing independence as they are able to self-select resources from safe, low level storage units. Older children can access resources from low level storage units or play freely with attractively presented play opportunities within the room.

Equipment is safe and in a good condition and risks of accidental injury to children are low because staff are vigilant and potential risks have been identified and satisfactorily addressed. Children are learning how to keep themselves safe, for example they accompany staff when carrying out safety checks in the garden, safe use of bikes and scooters and developing skills to move at different speeds without colliding with friends. Children are gaining a good awareness of the fire procedure because it is practised regularly. They are safe from unwanted visitors and cannot leave the premises unsupervised because the day care suite has a security code on the door and access to the Children's Centre is always monitored at reception.

Children are kept safe because staff have a good working knowledge of symptoms of abuse or neglect and are aware of their responsibilities with regard to seeking advice from appropriate agencies. A written policy is in place and is discussed with parents to ensure a common approach to safeguarding children.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and keen to be involved. Staff create a stimulating environment and children confidently select, enjoy and get involved in activities. Children select resources and readily engage in conversation with other children, staff and visitors. They achieve well because key staff use their knowledge of the Birth to three matters framework and the Curriculum guidance for the foundation stage to provide good quality early years education. Staff work as a team to support and encourage children to be independent learners.

Resources and equipment effectively meet the needs of all children as they are used in different ways according to children's different levels of development. For example, younger children are developing physical skills when using small tunnels and sit on toys, older children confidently pedal, hop, and move at different speeds with control in the outside play area. Manipulative skills are good with daily use of moulding, building, threading toys, crayons and pencils. Children count, name shapes and colours during their play.

Staff regularly record observations and assess children's development. They identify the area or areas of learning that the information relates to and then record a "target" for each child. A folder is kept for every child and contains assessment records, information from parents and examples of the child's work. The interaction between the staff and the children is very good.

Nursery Education

The quality of teaching and learning is satisfactory. Staff plan effectively for three and four-year-old children and ensure that they are able to access a range of resources, which appropriately support their learning across all of the six areas of learning. However, the limited use of different sized groups does not provide appropriate challenge for more or less able children. Children are sociable and show independence in selecting and carrying out activities. Children show great enjoyment in making and discussing their 'junk' models and choosing different media to stick them together. Some friendships have formed and children play cooperatively together or play happily alongside others with or without adult support. They are aware of behaviour boundaries, group rules and are learning to show consideration for others.

Pencil control is developing well and children are developing early writing skills in a variety of ways, for example, in the role play area, the graphics area and making letter shapes in shaving foam. Name cards are used effectively to develop the link between sound and letter, children enjoy stories and select books and handle them well. They are learning to speak in turn and listen to others. Children count throughout their day and they are learning numerals; initially to three, then to five and beyond when ready to do so. They experience a variety of opportunities to explore and investigate and develop their senses within their setting and when visiting the local community. Children visited the local garden centre to buy bulbs which they have planted into pots and are tending them to encourage growth. Children have daily access to a computer; some are proficient at loading new games and problem solving whilst others are developing good mouse control whilst playing educational games.

Staff ensure that children's activities and opportunities for learning link well to planned themes.

Three and four-year-old children experience a variety of activities that promote learning and aids their development. Staff use observation, assessment and information from parents effectively to identify each child's achievements along the stepping stones that lead towards the early learning goals. They use this information to plan effectively and lead children onto the next stage of learning and development.

Helping children make a positive contribution

The provision is good.

Children's individual needs are well known by staff because admission information is thorough and communication with parents is good. Staff ensure that all children are valued and their individuality and potential recognised and promoted. Children's spiritual, moral, social and cultural development is fostered. Staff are proactive in ensuring that children learn to value similarities and differences between themselves and others, for example, by celebrating a range of religious and cultural festivals through the year. Children are also gaining a good awareness of diversity as they have access to a variety of resources that reflect positive images. Children with learning difficulties are well supported as staff ensure they are included in all areas of the nursery day. Very good relationships have developed between staff, other professionals and parents. Individual plans are designed to ensure each child reaches their potential and is provided with achievable targets.

The partnership with parents is good. Parents play an active part in their child's care and education. In order to help their child feel settled and secure parents are asked to visit during the weeks before the child starts playgroup and flexible admission procedures meet the needs of each child. A prospectus contains information on the Curriculum for the foundation stage and 'Birth to three matters' information is displayed. Initially parents are asked to share what they know about their child's development and staff use this information to help children develop a sense of belonging and provide continuity of care. Parents are aware that assessment records are kept and they may access them at any time, written information is shared on a daily basis and newsletters are sent home every half term. Parents evenings take place twice a year but parents are welcome to meet with their child's key worker at any time. Comprehensive policies and procedures have been developed but have been withdrawn from display whilst under review; this means that parents are not fully informed to enable all to work together to support the children's well-being.

Children's self-esteem is given a high priority and the behaviour policy concentrates on ensuring children know what constitutes good behaviour. In order to achieve this staff are positive role models, praise desirable behaviour and are consistent in their approach. Children are never humiliated and are supported in seeing what was wrong in different situations. Individual stages of maturity is always considered and staff often use distraction rather than confrontation to manage behaviour. Children readily accept reminders from staff to share and take turns; they cooperate and behave well.

Organisation

The organisation is satisfactory.

Children are cared for in a clean and welcoming environment and space is organised to enable them to experience a good range of play activities. The provider ensures that children's care and education is promoted well by a stable team of experienced staff. Resources and activities are easily accessible to all children and they are encouraged to become independent learners.

Leadership and management is good. The manager and deputies are supernummary but still take an active part in the provision of care and education. The staff team all work well together and easily provide support in either rooms. Key staff demonstrate an awareness of the Curriculum guidance for the foundation stage and work well to support all children. Resources meet children's needs and activities are well planned by the team. Staff monitor and evaluate care and education as they regularly seek advice from an advisory teacher and local authority development workers. The staff also benefit from regular team meetings and appraisals which are used to evaluate the strengths and weakness' of the staff team and the setting. Children benefit from their commitment to improving their knowledge and skills.

Children's welfare and care are generally supported with staff implementation of the setting's policies and procedures. However, the daily attendance records are not accurate consequently children's welfare is not fully protected. Legally required documentation is in place, kept up to date and safely stored. Overall, children's needs are met

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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):

- ensure the daily attendance registers accurately reflect the number of children present at all times
- ensure all policies and procedures are available to parents to ensure they are fully informed and able to work together to support their child's well-being.

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):

- develop the use of different group sizes to provide appropriate challenge for more and less able children.

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