

Queen Victoria Children's Centre

Inspection report for early years provision

Unique Reference Number	EY363949
Inspection date	04 July 2008
Inspector	Jackie Nation
Setting Address	Queen Victoria Children's Centre, School Street, Dudley, West Midlands, DY3 1HU
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Registered person	Queen Victoria Childrens Centre
Type of inspection	Childcare
Type of care	Full day care, Out of School care, Crèche

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

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.

WHAT SORT OF SETTING IS IT?

Queen Victoria Children's Centre has been registered since 2007. The crèche and out of school provision operates from Queen Victoria Primary School in Sedgley. The Children's Centre provides crèche facilities, wrap around provision for nursery children and out of school care. All children share access to a secure enclosed outdoor play area.

A maximum of eight children under five years may attend the crèche and day care provision at any one time. A maximum of 24 children under eight years may attend the out of school provision at any one time. There are currently 10 children on roll. The provision is open each weekday from 08:00 until 18:00 for 48 weeks a year. The nursery supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The setting employs five staff, all of whom hold appropriate early years qualifications. The provision receives support from the local authority early years team. The centre offers training for parents, family services and outreach support determined by local needs.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because practitioners are active in promoting good hygiene and raising children's awareness of healthy living. Children learn about effective hygiene practices through washing their hands at appropriate times during the day with support and guidance from practitioners. Children are kept safe from the spread of infection as they play and are cared for in an inviting and clean environment. Practitioners ensure children are protected from cross-infection by carrying out thorough nappy changing routines where they routinely wear disposable gloves and aprons. Children's health care needs are supported appropriately with policies and procedures which work in practice. Practitioners are competent in dealing with any accidents or illnesses that occur and complete detailed documentation as required. This ensures children's health and welfare is promoted.

Children are learning about healthy eating as they are offered regular healthy snacks, such as tomatoes and strawberries. They have access to water throughout the day to ensure they are kept hydrated. Parents are always consulted regarding dietary needs and preferences, ensuring all individual needs are met. For meals, children can bring a packed lunch prepared at home or have a school dinner. School dinner menus are available and children are able to choose what they would like to eat at lunchtime. Mealtimes are a sociable occasion as children sit in the school hall for lunch. Children enjoy chatting to their friends and this is often an opportunity for them to speak to siblings and friends who attend the school. Younger children and babies who attend the crèche provision follow their individual home routines for bottle feeding, meals and sleep offering continuity of care.

Children's physical development is very well promoted as they have access to outdoor play throughout the day in all weathers. The outside area is used to its full potential to help support and contribute to a healthy lifestyle. For example, by using the outdoor area as an extension to the playroom. Practitioners plan extremely effectively for outdoor play and children use a very good range of toys and resources to provide challenge, promote play and learning and have fun.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming and friendly environment. They benefit from a good range of safety measures, for example, access to the premises is monitored by staff who check identification and record details of visitors to the setting. However, the presence of trailing electrical leads poses a risk to children and may compromise their safety. Practitioners are vigilant and deployed effectively. This means that children are supervised at all times, for example, during outdoor play and when using the bathroom. Good procedures are in place for fire evacuation and exits are kept clear from obstruction. Children are beginning to develop an understanding of how they can keep themselves safe. They have opportunities to practise the fire evacuation procedures and are beginning to understand safe boundaries and limits as they play. Procedures to be followed in the event of a child being lost or not collected are in place.

Children have easy access to a good range of toys and resources, much of it at child height, encouraging independent choice. They learn to use the equipment well and help to tidy up. Risks to children from broken or unsafe toys are minimised as staff carry out regular checks on

equipment and make sure they are maintained in a safe and clean condition. Overall, the resources effectively support children's developmental needs across all areas of learning.

Children are safeguarded because practitioners understand the importance of child protection and are supported effectively by the manager. All staff have attended training and understand their role and responsibilities in sharing and recording any concerns. Child protection training is a regular feature of the training and development programme. Robust recruitment and vetting procedures contribute to ensuring staff caring for children are suitable to do so.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy and enjoy coming to the setting. They are eager to learn and participate enthusiastically in a varied range of activities. Children move freely between activities and display good levels of interest and motivation. Good staffing levels ensure that children receive individual attention. Children enjoy a close and caring relationship with staff and this helps them to develop a strong sense of belonging. Children are developing good social skills and interact with their peers positively, helping each other and playing cooperatively. This is evident as they play their favourite board games, number games and during outdoor play. Children become increasingly self-assured in their play and confident to try new experiences in a supportive environment. Children thrive as they enjoy an extensive range of physical activities and have regular opportunities for fresh air and exercise. Children play in sand, soil and water, climb, crawl and balance with confidence. Children enjoy mixing soil and water as they make 'porridge'. Opportunities are also made for children to be creative and play imaginatively, paint, construct, and dress up. Children thoroughly enjoy themselves as they play outdoors and practitioners provide them with very good play and learning opportunities overall.

Children benefit from the knowledge practitioners have of them and children enjoy a wide range of activities which support their play, learning and enjoyment. Good emphasis is placed on developing children's listening and communication skills. This is supported by practitioners who are genuinely interested in what the children say and do and who stimulate children's interest through discussion and questions. Interaction is very good, practitioners are enthusiastic and give children appropriate praise and encouragement, this contributes to children having positive self-esteem. Children participate in a wide range of activities and experiences to make use of their senses and creative abilities by exploring paint, using collage materials, water and sand play. They are proud of their work, some of which is displayed effectively in the room, for example, 'Our butterflies' and 'Our amazing aeroplanes'. There are good opportunities for children to self-select resources and initiate their own play to fully promote their independence, imagination and creativity. Through observing children's play, practitioners monitor and record children's progress and development. Practitioners take photographs of children to update their development profiles on a regular basis, these are easily accessible to parents in the reception area. This provides a valuable insight for parents who are able to see their child's progress, enjoyment and achievement whilst at the setting. The setting has good links with the nursery and main school to ensure a smooth transition for children as they become familiar with the environment and routines.

Helping children make a positive contribution

The provision is good.

Children are valued and respected as individuals. Children settle quickly because practitioners offer parents a flexible settling-in period, giving both the parent and child the opportunity to get to know the daily routine and environment. Practitioners are aware of children's individual needs and preferences as they work closely with parents at the admission stage to gather and record all the required information. All children regardless of their ability, gender or background have equal access to all activities. Children are learning about diversity and helped to develop a positive attitude to others as they gain an understanding about the wider world and community. They have access to a range of play resources which show positive images of culture, ethnicity, gender and disability, for example, dolls, books and play figures.

Practitioners have an extremely positive approach to inclusion and access support services quickly and efficiently. This ensures children with learning difficulties and/or disabilities are supported effectively in partnership with parents and other professionals. Strategies are in place to support children and families who speak English as an additional language. This ensure children's welfare and development is promoted and they receive appropriate support.

Children behave well, demonstrating they are learning to play cooperatively together. For example, whilst playing a board game, they use dice to establish turn taking before moving their pieces. Practitioners are positive role models to children, they talk to them respectfully, they are polite and caring. Practitioners implement a consistent approach to managing children's behaviour. They speak calmly to children, give gentle reminders and suitable explanations. They encourage children to behave in a positive way by praising what they do well and offer strategies to help resolve conflicts. This contributes to children having positive self-esteem. Children are beginning to understand the need to share and take turns. They help to tidy away toys after use and are encouraged to say 'please' and 'thank you', and to be kind to each other.

Partnership with parents and carers is good and children benefit from this. The setting has good relationships with parents and parents speak positively about the provision. Parents are very welcome within the setting and receive information about policies and procedures. Relevant information is displayed on a notice board, parents are informed about how they may make a complaint and are provided with the necessary information and contact number. Practitioners are available to talk to parents at the end of each session and this ensures parents are kept informed about their child's day.

Organisation

The organisation is good.

Children benefit from attending this child-centred, play-focussed setting and are cared for by experienced and friendly practitioners. All practitioners working with the children have appropriate qualifications and the adult to child ratio positively supports children's individual needs. They effectively implement routines to give children a broad range of stimulating play and learning experiences. Practitioners are clear about their role and responsibilities and the deployment of caring, sensitive staff increases the children's feelings of security. This promotes children's good health, safety and enjoyment.

Effective management ensures that practitioners are well supported in their work. They are encouraged to develop their professional skills, and training opportunities are frequent and ongoing. The organisation of the provision works well. There are number of ancillary staff who

work at the centre who effectively support the setting with regard to catering, cleaning and maintaining the premises. All of the regulatory records are in place. Registration systems for children, practitioners and visitors are maintained effectively and the certificate of registration is displayed. The storage of documents is organised and maintained in a confidential manner. An employment policy is in place and the recruitment and selection procedure is sufficiently rigorous and robust to show how staff are selected and vetted for their positions. Effective induction procedures ensure that practitioners are aware of their roles and responsibilities. Overall the provision meets the needs of the range of children for whom it provides.

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.

THE QUALITY AND STANDARDS OF THE CARE

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.

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 electrical leads do not pose a hazard to 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