

The Cleveland Unit, James Cook University Hospital

Inspection report for early years provision

Unique reference number	EY277385
Inspection date	21/11/2008
Inspector	Vivienne Dempsey
Setting address	Marton Road, Middlesbrough, Cleveland, TS4 3BW
Telephone number	01642 854288
Email	
Type of setting	Childcare on non-domestic premises

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*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

The Cleveland Child Assessment Unit operates from The James Cook University Hospital in Middlesbrough providing assessment, therapy and teaching for children from birth to five years who need help with their development. Children are referred from the South Tees district and occasionally from other districts.

The provision is registered to care for 35 children on the Early Years Register. There are currently 45 children on roll. All staff are well qualified, there are five teachers, 18 nursery nurses and one teaching assistants in place. Lunchtime supervisory support is also in place. There are four classroom areas, all have direct access to the fully enclosed outdoor play area and one classroom has direct access to the purpose-built sensory garden. Access is available on the ground floor level.

Overall effectiveness of the early years provision

Staff provide an exceptional environment where all children are nurtured and staff recognise the uniqueness of each child. Children's learning and development is exceptional in relation to their starting points and capabilities. This progress is enhanced by staff's outstanding knowledge of each child's complex needs. Exemplary partnerships have been developed between providers, parents and other agencies, who work together to ensure that children's needs are extremely well met and their protection is assured. The setting has highly effective systems in place to lead to improvement and promote very positive outcomes for all children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop further the outdoor play area to meet the needs of all children.

The leadership and management of the early years provision

The setting is committed to continuous improvement. Leadership and management of the setting is exceptional and staff have high aspirations for quality which is evident through ongoing improvement. The head teacher is inspirational and her positive attitude and enthusiasm provide exceptionally strong leadership and direction. Staff are fully motivated and strive to fully meet the complex needs of all children.

Self-evaluation takes into account the views of parents/carers, staff and children. A variety of other procedures are also used to support development and improvement plans. The impact of this committed approach is evident by its impact on the children. For example, the development of the award winning sensory garden, holistically promotes children's learning and development.

All staff have an excellent knowledge of the Early Years Foundation Stage (EYFS) and use this knowledge to plan a stimulating and interesting learning environment for all children, which meets their complex needs. An effective key person system is in place and staff know their key children very well. This ensures that every child's development and welfare is extremely well promoted.

Partnerships with parents, partners and other agencies are exemplary in all aspects. The two-way flow of information, knowledge and expertise between all partners is integral to children's learning, development and welfare. For example, the Joint Education and Therapy (JET) approach uses all partners knowledge, experience and skills to plan an individual learning experience for all children.

Extremely robust systems are in place to ensure all staff are suitable and staff demonstrate a high level of commitment to promoting children's safety. Children are cared for and educated in a extremely supportive and stimulating environment.

The quality and standards of the early years provision

Staff support children's learning exceptionally well. They create a stimulating and interesting environment that promotes children's learning. Effective observations are used to set individual targets, which are in context to children's individual complex needs. Regular reviews, drop-in sessions and newsletters ensure parents are kept informed of children's progress. Staff record children's progress in their 'learning story' and these are shared with parents. Translation support is available for parents with English as an additional language to ensure they are fully informed of their child's progress and to ensure staff fully understand parents requests and needs of all children.

Children have independent access to a broad and balanced range of activities and resources, which are differentiated to meet their individual needs. Children make extremely good progress in relation to their starting points. Specialist toys and resources are displayed at an appropriate height in order that children can access them independently. Children enjoy regular visits within the local area such as visiting the farm, parks and garden centres. They enjoy visits from people who help us, such as the fire and police service. Resources in all areas depict positive images of diversity and all children are fully included and supported.

Mark making resources are readily available and children become very excited when they paint the initial sound of their name, 'h for my name'. Staff provide lots of praise and encouragement and share the children's enthusiasm. This helps develop children's confidence and self-esteem. Staff have set up the 'Calm corner café', which encourages children to drink water in the outdoor area. They support children to develop healthy habits, they talk to them about why they need to drink more water when exercising. All children have access to the sensory garden and play area, although, currently the play area is not fully suitable for all children.

Children's welfare is fully promoted. The cook works with staff and parents to ensure all children's complex dietary needs are met. Every classroom has space for

quiet times, rest and sleep, meeting children' individual needs. Children have excellent opportunities to explore and investigate an extensive range of objects, materials and natural resources. The rich and varied environment supports children's learning and development extremely well. The challenging environment created by staff gives children the confidence to explore safely and securely, both indoors and out.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.