

The Cleveland Unit, James Cook University Hospital

Inspection report for early years provision

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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

The Cleveland Unit Child Development Centre and Assessment Nursery 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 assessment nursery is open in term time only, on Mondays, Tuesdays, Thursdays and Fridays, from 9am till 2pm; the Joint Education Therapy groups run on Wednesdays for two hours on a morning or afternoon, which they attend with their parent or carer.

The provision is registered to care for 35 children on the Early Years Register at any one time. There are currently 60 children on roll in the assessment nursery and 60 children on roll for the Joint Education Therapy group. All staff are extremely well qualified, there are five teachers who have an honours degree in education, and the head teacher has a MA in Education and a national professional qualification in Headship. Three teachers have achieved the Early Years Professional Status; 18 nursery nurses and one teaching assistant are in place, all of whom have a relevant level 3 qualification or above. Lunchtime supervisory support is also in place. There are four classroom areas, all have direct access to the fully enclosed outdoor play area, with one classroom having direct access to the purpose-built sensory garden. Access is available on the ground floor level.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

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:

- continuing to develop links with the wider community to extend children's experiences of the wider world.

The effectiveness of leadership and management of the early years provision

The manager and staff form an enthusiastic and committed team who work hard to ensure the children's safety, welfare and well-being. A strong emphasis is placed on protecting children, with robust policies and procedures in place. These are securely understood by the staff who clearly recognise their responsibilities and work effectively, when tested, to safeguard the children's welfare. Extremely robust systems are in place to ensure all staff are suitable; they demonstrate a high level of commitment to promoting children's safety. Comprehensive risk assessments, which are frequently reviewed, are effectively implemented to manage and eliminate identified risks within the setting.

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 Therapy approach uses all partners knowledge, experience and skills to plan an individual learning experience for all children. 'Talking postcards' are used to keep parents informed of children's current interests and learning, encouraging parents to continue children's learning at home, which promotes continuity and progression. A designated parents' room has been developed to encourage their involvement with the setting, while giving them a sense of belonging and ownership. Children make extremely good progress in relation to their starting points. Specialist toys and resources are displayed at an appropriate height so that children can access them independently. The setting is child-centred and well organised with an abundance of high quality resources. Staff deploy themselves to effectively support children in their play, yet give them space and time to explore and discover for themselves.

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, a wide range of specially designed chairs have been purchased to support children's positioning, enabling them to have access to a wider range of activities.

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

Children are cared for and educated in a extremely supportive and stimulating environment. All staff have an excellent knowledge of the Early Years Foundation Stage and use this knowledge to plan a stimulating and interesting learning environment for all children. 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. 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 the needs of all children.

Children enjoy visits to their teacher's allotment, where they have great fun planting a range of vegetables. This helps gives them an opportunity to explore their natural environment. Positive links have been developed with the wider community, such as, links with other providers. However, these have not been fully developed to extend children's experiences of the wider world. This limits children's knowledge and understanding of the world. Children have great fun in the outdoor area, they explore the properties of water with a range of equipment. For example, they use brushes and paint rollers to make marks with the water, which also helps to develop their early writing skills, and use the water butt and hosepipe to 'put out the fire'. Children thoroughly enjoy sharing stories with staff and their peers, and have favourite stories they want to read again and again; for example, children listen intently to 'Cock-a-moo-moo', eagerly joining in with the story and confidently using the signs for all the different animals.

The staff give careful consideration to children's safety at all times and gentle reminders to follow safety rules, ensure children are able to move around freely and safely. For example, staff remind children to walk indoors and watch out for other children as they ride on the bikes in the outdoor area, which also develops children's awareness of how to keep themselves safe. Staff promote children's understanding of their own self-care and the importance of good health, through extremely good hygiene routines, frequent opportunities for fresh air and freshly prepared meals. Drinking water is freely available, helping to keep children hydrated. Extremely good hygiene measures are in place to help children to stay healthy; for example, safe and hygienic nappy changing procedures help prevent the spread of infection.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

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Outcomes for children in the Early Years Foundation Stage

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

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