

# Breckon Hill Children's Centre

Inspection report for early years provision

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<b>Unique reference number</b>	508543
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<b>Inspector</b>	Jenny Firth
<b>Setting address</b>	Breckon Hill Road, Middlesbrough, Cleveland, TS4 2DS
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<b>Email</b>	
<b>Type of setting</b>	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*.

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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Breckon Hill Children's Centre is managed by a board of trustees. It opened in 2000 and operates from a large open plan room within the designated children's centre. The building is located within the grounds of Breckon Hill School situated in a residential area in the centre of Middlesbrough. The facilities are on one level and easily accessible. There is a secure outdoor play area. A maximum of 44 children aged under eight years may attend the setting at any one time, of whom 12 can be aged under two years. The setting currently takes children from three months of age and also offers care to children aged eight years to 11 years. There are currently 64 children on roll. Of these 44 are under eight years and of these 43 are within the Early Years Foundation Stage. The setting provides funded early education for two, three and four-year-olds. The setting is open five days a week from 8am until 6pm for 51 weeks of the year. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 16 members of staff, including the manager, who work directly with the children. Of these, 14 hold appropriate early years and childcare qualifications to at least level 2 and one member of staff holds early years professional status. The setting receives support from the local authority, is a member of the Playgroup Network and has achieved the I CAN (Communication Skills Quality Assurance) award.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled at the inclusive setting as a result of the positive relationships that have been established with parents, and the staff's attention to children's individual needs. A high priority is placed on valuing the uniqueness of each child. There are effective arrangements to safeguard children and promote their health and safety, including links with other professional agencies. Self-evaluation procedures are effective and clearly identify areas for improvement and the setting shows a commitment to improve further.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure sleep areas are equipped with appropriate furniture so that babies can sleep safely and without disturbance
- ensure that records of risk assessments consistently include all necessary information.

## **The effectiveness of leadership and management of the early years provision**

The setting has effective safeguarding procedures in place and appropriate recruitment strategies to ensure staff working with the children are suitable. Policies and procedures are reviewed regularly to ensure they meet requirements. Risk assessments are completed for the premises and outings. However, they do not always include the relevant information. Good quality resources are used well to support learning. Staff are well deployed ensuring the children are well supervised both indoors and outdoors. However, babies are sometimes unable to sleep safely without being disturbed because of the layout of the setting. Equality and diversity are effectively supported within the setting. This is demonstrated through positive images and varying languages displayed to embrace the differences in people. All the required documentation and consents relating to the welfare of the children are in place and stored securely to respect confidentiality.

There are good relationships with parents and information is regularly shared verbally and in written form. Parents are able to access a range of policies and risk assessments. In addition, information about the setting is displayed on the parent's notice board. Parents are invited to share their child's 'learning journey' folders and to make written comments to support their child's learning. Effective systems are in place to share information with other agencies and other providers of the Early Years Foundation Stage, to ensure consistency for children's welfare, learning and development.

Staff evaluate their practice continuously and regular staff meetings and discussions allow them to share ideas that support the efficient running of the setting. The appraisal system ensures ongoing suitability of all staff and identifies training needs.

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

Children and babies enjoy themselves in this welcoming setting. They make good progress in their learning and development in relation to their capabilities and starting points. Planning is thorough and there is a good balance of activities to provide a firm foundation for children's learning. Regular observations and assessments ensure planning provides appropriate challenge for each child.

Babies' very early reading skills are encouraged effectively, through handling books and listening to stories. They delight as they recognise their faces in mirrors that are displayed at low level. They squeal with excitement as they play hide and seek and they explore textures as they handle fabrics. Older toddlers enjoy blowing paint through straws to make bubble prints. They use a range of mark making equipment in the writing area and early number skills are reinforced through number puzzles and counting activities. Children enjoy listening to stories and sharing books in the reading area. Children's understanding of the wider world is promoted well as they celebrate a variety of festivals, such as Chinese New Year

and Eid. They experience foods from different countries, for example, samosas. They enjoy exploring the ice and know that it melts. They use magnifiers as they search for minibeasts under logs. Children enjoy using a range of garden tools when they dig in the outdoor area and plant a variety of vegetables and flowers.

Children's health is promoted effectively. The well-resourced outdoor area provides opportunities for children to play with a variety of resources, including tricycles, balls, bean bags, and climbing equipment. They enjoy a range of healthy foods and fresh drinking water is available at all times. Staff are aware of children's dietary requirements. Children know the importance of washing their hands before they sit down to have their snack and after using the toilet. Visits from the fire service promote their understanding of keeping safe. Children are aware of road safety when they use a pedestrian crossing. Regular fire practises ensure they know how to evacuate the building in the event of an emergency. They understand the importance of keeping safe in the sun when they wear sun hats and use protective sun cream. Children are polite, play well together and take turns. Behaviour is good and staff are positive role models. Older children have devised rules to encourage good behaviour. These are prominently displayed and frequently referred to by the staff.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met