



Reydon & Southwold Children's Centre

Inspection report for early years provision

Unique Reference Number	EY298156
Inspection date	07 December 2005
Inspector	Glenda Kathleen Field
Setting Address	Jermyns Road, Reydon, Southwold, Suffolk, IP18 6QB
Telephone number	
E-mail	
Registered person	Pre-School Learning Alliance
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Reydon and Southwold Children's Centre opened in July 2005 and is managed by the Pre-School Learning Alliance. The setting operates from a purpose built building situated adjacent to the Reydon Primary School. The nursery serves the surrounding area. A maximum of 32 children aged from 2 to under 8 years may attend the nursery at any one time. The setting operates Monday to Friday from 08.00 to 18.00 for the full year, closing for bank holidays.

All children have access to the outdoor play area.

There are currently 79 children on roll, of which 50 are aged under 5 years. Of these 18 receive funding for nursery education. The nursery supports children with special educational needs and those with English as a second language. The nursery employs 8 staff, all of whom hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted by good hygiene procedures, for example, tables are cleaned before and after snack time with anti-bacterial spray, and staff ensure that children use tissues to wipe their noses and place used tissues in the bin provided. In addition, staff follow the correct procedure for administering medication and recording accidents, and obtain parental consent to seek emergency medical advice or treatment. However, further development is required of the medication records.

Children increase their understanding of the importance of a healthy diet through a choice of daily healthy snacks. Children also have free access to water to ensure that they do not become thirsty. All staff are aware of any special dietary requirements to ensure children's individual dietary needs are met. The setting hopes to shortly be able to offer a hot mid-day meal to children.

Children enjoy a good range of physical activities, both inside and outside, that contribute to a healthy lifestyle. They develop an awareness of space and others around them as they run, play on ride on toys and use the balance beams. They have good opportunities to develop their small physical skills through a range of resources, tools and equipment, for example, scissors, brushes, pens and construction toys.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in an extremely clean, bright and safe environment. The rooms are well organised with dedicated areas for a good range of messy, role play and quieter activities. This enables children to move around safely. There is an excellent range of high quality toys and equipment which are well maintained. Children are able to access these independently from tables, trays and displays situated at child height.

Children risk of accidental injury is minimised in the well-designed setting which has good safety and security precautions, such as a key pad entry system to all areas of the building, and a secure outside play area. Staff help keep children safe in the nursery and on outings because they understand and comply with health and safety requirements. For example, written risk assessments are in place and carried out daily, and children and staff practice the emergency evacuation procedure.

Children are effectively safeguarded from the risk of possible abuse because all staff are aware of their role concerning child protection, and are able to put appropriate procedures into practice when necessary.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled in the setting. They take part in a good range of activities throughout the sessions, both indoors and outside. The setting has detailed plans that follow the 'Birth to three matters' framework in place for children under 2 years of age, however, this is not taken into account when planning for 2-year-old children. Staff are kind and affectionate they give cuddles and sit close to children when reading stories, giving them warm physical contact and making them feel valued. They are patient and give good one-to-one support in activities such as water play. They use praise and encouragement effectively to help children to persevere with challenges. For example, a child was encouraged to complete a puzzle by a member of staff, and when the child achieved her aim, the member of staff responded with 'well done', 'very good'.

Nursery Education.

The quality of teaching and learning is satisfactory. Staff have a sound understanding of the Foundation Stage. Children are making satisfactory progress towards the early learning goals. Staff are very caring, know the children's individual needs and value each child's contribution. They show an interest in what the children do and respond appropriately. Staff use open-ended questions effectively. Children are provided with a good range of activities to stimulate them, and planning covers all areas of development. However, planning does not differentiate for the more or less able child. Therefore, children may not always be offered appropriate challenges which develop their skills. Staff make observations of children at play, and evaluations of adult focussed activities take place, however, these are limited. Consequently, staff do not know if their aims for children's learning are met.

Children are happy, and confident and enjoy their time at the nursery. They initiate their own play, for example, playing house in the role play area and making Christmas decorations in the creative area. Children are taking responsibility for their own personal care by independently using the toilet, hand washing, putting on their own aprons and pouring drinks.

Children are confident communicators as they share ideas in play. For example, a child spoke about the digger truck, saying that the machinery attached to the truck was called a 'scoop' and it was used to 'scoop mould up'. Children understand that print carries meaning and have free access to books and mark-making equipment. Children are beginning to recognise and write their own names through the good use of name cards throughout the sessions.

Children count confidently and use numbers directly during play. They are beginning to recognise numerals and use mathematical language in context, for example, at water play using the words 'full and empty'. However, there are missed opportunities

during daily routines, such as snack time, to develop children's problem solving skills. Staff introduce basic mathematical learning, such as size and shape, through practical activities such as construction and modelling.

Children build and construct using a range of objects and tools. Children are able to explore living things, for example, African Land Snails kept as pets at the nursery and use a range of natural materials such as, sawdust, wood shavings, shells and pine cones. Children are becoming aware of their local community through visits to the setting from the librarian and vicar, and visits outside to the fire and lifeboat stations. Opportunities are provided to use information technology, for example, remote control toys, calculators, telephones and toy kitchen equipment in the home-corner such as the microwave oven. A computer will be introduced shortly along with programmes which will underpin learning in other areas.

Children are given opportunities to explore colour when painting at the easels. Through a range of activities they can develop their imagination and creativity, for example making Christmas decorations and splatter painting to depict fireworks, and using the extremely well-equipped imaginative play area.

Helping children make a positive contribution

The provision is good.

Children are highly valued as individuals and are able to make positive choices and decisions during their time at the setting. They are developing a positive attitude to each other, and gain a good understanding of the wider world through using a range of resources that reflect our diverse society.

Children are confident in their relationships with staff . They play happily together and with adults, enjoying using resources such as puzzles, games, small world toys and outdoor equipment which are all suitable for their developmental needs. Children co-operate together as they take turns with the remote control toys and share popular resources such as the water play.

Children's individual needs are met, for example, younger children's individual routines are respected, such as bottle feeding and times for rest. Children with special needs benefit from the effective systems in place to ensure that their specific needs are met.

Children are generally well-behaved and polite in response to the expectations of staff. Children are beginning to understand responsible behaviour because staff use effective strategies to manage behaviour. For example, distracting children into meaningful play when they are disrupting other children's play.

The partnership with parents and carers is good. Children benefit from the two way sharing of information between parents and staff to provide consistency of care. For example, daily chats, newsletters, notice board and displays of the 'Birth to three matters' framework. Parents and carers receive comprehensive information on the Foundation Stage through the parent and carers pack supplied at initial registration of the children. However, there is no formal system in place for parents or carers to

discuss their children's achievement records.

Children's spiritual, moral, social and emotional development is fostered.

Organisation

The organisation is good.

The children feel at home and at ease in the well-organised environment. This means they are confident to initiate and extend their own play. Robust systems are in place to ensure staff working with children are safe to do so. Policies and procedures are in place and work in practice to keep children healthy and safeguard their welfare. The staff are aware of their roles and responsibilities and work well together to create a caring environment for the children. Staff deployment is good and is above the required adult to child ratio.

The quality of leadership and management is good.

The manager and staff team are committed to continuous improvement. Staff are actively supported and encouraged to attend a variety of training to further their understanding and practice in early years education and to enable them to help all children to achieve. The setting has a sense of direction and is constantly reviewing its systems to meet the needs of the children. They have identified areas for improvement which will enhance the already good facilities available.

Overall, the range of children's needs are met.

Improvements since the last inspection

Not applicable, this is the first inspection.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

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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The quality and standards of the nursery education are satisfactory.

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 that all medication records state clearly what information is to be recorded
- improve outcomes for 2-year-old children by using an approach in line with 'Birth to three matters'.

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):

- use daily routines to offer opportunities for children to problem solve
- review observation, assessment and evaluation procedures to ensure they meet the needs of all children
- develop a formal system for the sharing of children's achievement records with parents and carers.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk