

Start Point Sholing

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*.

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

Start Point Sholing opened in 2000. The centre is run by a management team led by the Director of Early Years for Southampton City Council and senior staff, and is funded by the local authority. There are two types of registered childcare within the Childrens Centre; a full day care nursery and a sessional nursery. The centre welcomes children with special educational needs and/or disabilities (SEND) and those who speak English as an additional language. The centre operates from a purpose-built single story building in the Sholing area of Southampton. It serves both the local and wider areas. Children access an extensive, enclosed outdoor area for outside play. The centre is a training facility for early years workers, and the play services toy library is based within the building. The setting operates crèche facilities which run alongside the centre's training provision when they are needed.

The centre is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 56 children aged from two years to under eight years may attend the sessional nursery at any one time. There are currently 42 children on roll, all of whom are in the early years age range. Six of these places are allocated for children with special educational needs and/or disabilities by the Local Authority. This part of the provision is in receipt of funding for early education for two, three and four year olds. The day nursery may care for a maximum of 24 children under eight years, all of whom may be in the early years age range. There are currently 30 children on roll, all of whom are in the early years age range. This part of the provision is in receipt of funding for early education for three and four year olds. The early years provision subscribes to the HighScope approach to teaching.

The sessional nursery operates each week day from 9am to 12pm or from 9am to 3pm, and from 12.30 pm to 3.30pm, term time only. The day nursery operates from 8am to 6pm Monday to Thursday and from 8am to 4pm on Friday, for 49 weeks of the year. Children attend a variety of sessions.

There are 18 members of staff, of these 17 are working directly with children. They hold or are working towards a relevant minimum Level 3 Qualification; one of whom holds Early Years Professional Status and Qualified Teacher Status. The centre also employs a Head of Day Care, a cook, a caretaker and administrators.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The outstanding leadership and the effective tiered management structure of well qualified and committed staff is significant in the success of this setting. Extremely robust and thorough policies and procedures ensure all children's health, safety and welfare are promoted at all times. Exceptionally high emphasis is placed on

meeting every aspect of each child's individual needs which results in all children making immense progress in relation to their starting points. This is enabled through the very strong relationships forged with parents, carers and other agencies involved in children's care. Regular, rigorous, self-evaluation makes sure that priorities for development are identified and acted on, resulting in continuous improved outcomes for 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:

- further increasing opportunities for children to develop skills in using Information and Technology.

The effectiveness of leadership and management of the early years provision

Children are extremely well safeguarded due to rigorous and robust recruitment and vetting procedures ensuring that all adults are suitable to work with them. Staff are very vigilant and recognise the signs and symptoms of abuse. They follow an appropriate procedure should they have a child protection concern regarding a child in their care. Effective induction, regular appraisals and regular training opportunities ensure staff are continually encouraged to increase their professional skills. Risk assessments are used very effectively throughout the premises to ensure all children are kept safe and their health fully protected. Great care is taken to identify and deal with possible hazards and to ensure all children, including those with particular needs are protected and able to take part in all the activities available. For example, staff evaluate the risks of taking children with specific medical conditions on a bus trip to a shop and extra adult support is provided who are trained in dealing with the specific medical procedures. Children thoroughly enjoy a wide and varied menu of freshly prepared and cooked meals of locally sourced produce. The cook, who is committed to providing healthy and nutritious foods, ensures children's individual dietary needs are met.

A comprehensive range of records, policies and documentation is in place, very well organised and easily accessible allowing the safe and smooth running of the setting. They are monitored and updated regularly, and parents can refer to them easily.

The meticulous organisation and absolute commitment to promoting equality and diversity is hugely significant in ensuring all children are valued and included. Children with special educational needs and/or disabilities and those who speak English as an additional language are particularly well supported as effective links are made with parents and carers, and other agencies and professionals involved in children's health, care and development. Staff are trained in dealing with specific medical procedures. Some are trained in working with children with particular

needs and one to one support is provided for those that need it ensuring their individual needs are met at all times. Makaton is used throughout the nursery to help those with speech and language difficulties to express themselves. Words in a child's home language are used for familiar objects or actions to help them settle. Staff are sensitive to the needs of children and families offering help as needed. Parents report feeling very welcome in the nursery and extremely well supported. They enthuse greatly about how they value the high quality of the staff team, the vast expanse of activities their children participate in and the care and sensitivity in caring for those with additional needs; they feel totally included in the decisions made and enjoy having free access to their child's development records. Excellent communication from the outset allows staff to get to know the families for which they provide. For example, staff make home visits and parents stay with children to help them settle when they first start at the nursery. Ongoing sharing of information follows as children arrive and leave the setting and at planned meetings to discuss children's development records. Notice boards have been improved to provide parents more information about the Early Years Foundation Stage and the HighScope principles of teaching. Although this is an area management have already identified they wish to develop further. Children benefit greatly from a fully inclusive, vibrant and easily accessible environment which is superbly organised and resourced providing stimulation and challenge to every child, both indoors and outside. Children use specialist equipment to meet their individual needs and to aid their mobility. Specially designed areas, including a children's kitchen allow all children to experience a vast range of activities. For example, various seating is available to ensure that even very young children can sit safely and take part in making modelling dough and baking cakes.

The strong commitment demonstrated by management and staff to continually seek ways in which to evaluate all aspects of the provision is a key strength and results in continuous improved outcomes for children. Regular staff meetings are used to reflect on their practice and the success of the activities they provide. Parents are invited to complete questionnaires and children's views are sought at all times as they make choices of what to do and offer ideas. Extremely detailed and effective systems are used to monitor children's progress, including those with additional needs and development plans show what the setting plans to do next.

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

Children thrive in the extremely warm and nurturing environment where all aspects of their welfare and learning are promoted very successfully and they are all fully included. A strong focus is placed on ensuring children are happy and develop confidence. Children new to the setting are given time to explore and get to know staff. An effective key person system enables children to feel supported extremely well. Staff are skilled at making the most of every opportunity to help children learn through the constant use of stimulating and challenging communication. Children are very settled and siblings benefit greatly from opportunities to meet with each other as they play and meet in the daily routines such as meal times. Their individual needs and interests are met extremely well as enthusiastic and

attentive staff ensure children sleep when they need to and eat when hungry. Children are introduced to the routines and procedures of the nursery in a careful and sensitive manner according to their level of understanding and need. For example, new children are shown how to wash and dry their hands before they come to the snack table. As they become more at ease, they learn more of the system such as to select and pour their drinks. In time they demonstrate immense independence and high levels of self-esteem as they take a full role ending in clearing away their cups and plates. Children with additional needs are closely supported by staff specifically employed to work them. This high level of support and encouragement given to all children has a huge impact on their development and enjoyment and the very close bonds formed with staff promote high levels of confidence and sense of belonging.

Children benefit greatly from the vast range of good quality resources and activities available. Staff plan carefully to make sure all children can access all types of play according to their development level and skills. For example, painting is available in different areas including on a low level table and on two heights of easels and sand is accessible outdoors at ground level as well as in a low level trough indoors; associated resources are strategically placed close at hand to experiment with and further develop play ideas. This enables very young children and those using specific walking aids to take part and has a positive impact on children's enjoyment. Those developing muscles and skills in movement take a step to select a toy to use in the sand. All children freely move around the setting with great gusto and enthusiasm. The extensive and interesting outdoor play area is an extension of the overall stimulating learning environment which promotes all areas of their learning. Those with physical disabilities beam as they are helped to walk among the trees. Children benefit from some offsite activities. For example, they enjoy bus trip to a Chinese supermarket where they learn about a different culture and use money to buy foods they later try in the nursery.

Children learn excellent skills for the future and make outstanding progress in all areas of their development according to their starting points. They learn about the world they live in through using resources that promote a multi-cultural society. They develop an acceptance of others and their differences due to the positive attitude of staff. Children learn about caring for the natural environment as they make compost using recyclable materials growing produce such as tomatoes and strawberries they later eat at snack time. Children learn self-care skills as they help prepare snack time for the group, learning to wash their hands and clean the table to remove germs before they start. They develop skills in using tools such as knives to cut fruit and to prepare food to eat. For example, at snack time, ample time is given to those developing the confidence and skills to create their own wrap, adding cheese and tomatoes and working out how to roll and fold it making it ready to eat. This provides opportunities to talk about foods that are good for us to eat and good hygiene routines. Children learn effective strategies to keep themselves safe in ways suitable to their age and development. For example, they are reminded to use tools such as scissors appropriately. They learn to take calculated risks through their everyday play but also to follow rules that help them to be safe. For example, when climbing trees, children know they must not go higher than they get down from, and that no more than four children may use the soft play area at a time. Children use a wide range of electronic equipment such as

a digital camera and programmable toys. They generally use computers and suitable programmes but they are not available for use at present. Children have many opportunities to develop mark making skills and some have progressed to writing their names. A keen interest in books is fostered as they use them throughout the session and some take advantage of the book lending system, sharing books with families at home. Children use numbers as they sing songs and play games such as snap to develop their understanding of matching and sorting. Staff constantly observe children and are fully aware of how to move them on to the next stage in their learning. An effective written system has been devised to document their starting points and progress which is shared with parents.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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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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