

# Breckon Hill Children's Centre

Breckon Hill Road, Middlesbrough, Cleveland, TS4 2DS



<b>Inspection date</b>	29 October 2015
Previous inspection date	5 February 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good because staff continually enhance children's play and plan successfully for their next steps. This helps to support children's future learning.
- The manager understands the importance of self-evaluation and strives for continuous improvement. Staff work well together as a team and are clearly enthusiastic and passionate about their roles and responsibilities.
- Staff have developed effective partnerships with external agencies and other professionals to meet children's individual requirements. Disabled children and those with special educational needs, and children who speak English as an additional language, are well supported.
- Children are actively motivated and have access to a wide selection of age-appropriate resources. Staff encourage children to participate in a good range of interesting and challenging experiences across all seven areas of learning.
- Staff create a warm, bright and welcoming environment, where children are happy, independent and confident in their surroundings. This contributes to children's well-being.

### It is not yet outstanding because:

- The manager has not yet fully developed effective systems to enable staff to reflect on their already good teaching practice.
- Occasionally, children are not given enough time to think and respond because some staff members answer questions for them too quickly.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- extend opportunities for staff to share best practice to strengthen the quality of teaching even further
- give children more time to formulate their answers and respond to questions, to enhance their thinking skills.

### Inspection activities

- The inspector viewed all areas accessed by children, including the outdoor environment.
- The inspector carried out a joint observation with the manager and early years professional.
- The inspector observed play and learning opportunities for children and spoke to staff members in the setting.
- The inspector carried out an interview with the manager, and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of children, parents and carers spoken to on the day of inspection.

### Inspector

Rachel Enright

## Inspection findings

### Effectiveness of the leadership and management is good

Staff are well qualified and fully understand, and effectively implement, statutory requirements. The manager encourages staff to further their professional development through training courses, supervision meetings and appraisals. However, performance management systems are not yet sufficiently targeted to enable staff to evaluate and reflect on their daily practice, in order to raise teaching to an outstanding level. The arrangements for safeguarding are effective. Staff have a good understanding of how to safeguard children. They are confident to discuss the procedures to follow if they have any concerns, and are aware of possible signs and symptoms of abuse. In addition, staff implement a good range of written policies and procedures, and complete regular risk assessments. This helps children to learn in a safe and secure environment.

### Quality of teaching, learning and assessment is good

All children make good progress in all areas of learning. Staff complete regular observations and assessments to recognise children's achievements and quickly address any gaps in their learning. Parents receive daily feedback about their children's development and are offered suggestions to continue their children's learning at home. They are very complimentary about the service they receive and make comments such as, 'I only have positive things to say' and 'I would highly recommend the setting'. Children thoroughly enjoy numerous opportunities to use their imagination, which helps them to express their own ideas, feelings and creativity. Staff interact well with children, ask a good variety of questions and engage them in conversations. However, staff do not always allow sufficient time for children to answer questions posed during their play. Children of all ages show excitement and delight as they explore and investigate a good selection of natural and sensory materials. Staff promote children's literacy development very well. Younger children are encouraged to use new vocabulary, repeat words and recall parts of stories, while older children participate in group activities where they link letters to sounds.

### Personal development, behaviour and welfare are good

Staff have established good links with local primary schools and understand the importance of working closely with teachers to support children with their future move to school. In addition, good settling-in procedures are in place for new children starting at the setting, which helps them to feel comfortable in their new environment. An effective key-person system enables children to form positive and secure attachments with staff and their peers. Younger and older children play cooperatively together. They behave well and are kind and considerate to each other. Healthy lifestyles are well promoted. Staff encourage children to follow good hygiene practices, provide them with nutritious meals and snacks, and ensure they have daily opportunities to be physically active.

### Outcomes for children are good

All children make good progress from their starting points. The manager uses effective systems to monitor the progress of individual children and groups of children. This helps to support children to gain a good range of skills in readiness for school.

## Setting details

<b>Unique reference number</b>	508543
<b>Local authority</b>	Middlesbrough
<b>Inspection number</b>	869358
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 12
<b>Total number of places</b>	44
<b>Number of children on roll</b>	59
<b>Name of provider</b>	Playgroup Network North East CIC Committee
<b>Date of previous inspection</b>	5 February 2010
<b>Telephone number</b>	01642 246015

Breckon Hill Children's Centre was registered in 2000. The setting employs 17 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3 or above, including two with Early Years Professional status. The setting opens Monday to Friday from 8am until 6pm, for 51 weeks of the year. It also provides out of school care. The setting receives funding for the provision of early education for two-, three- and four-year-old children.

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