

# Surestart Central Children's Centre Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY337682
<b>Inspection date</b>	15 March 2007
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<b>Registered person</b>	For Under Fives Ltd
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	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](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

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.

### WHAT SORT OF SETTING IS IT?

SureStart Central Children's Centre Day nursery is one of several nurseries run by For Under Fives Ltd for Sure Start. It opened in September 2006 and operates from a purpose built children's centre building in the West Marsh area of Grimsby. A maximum of 44 children from birth to under eight years may attend the nursery at any one time which includes the out of school club. The nursery and out of school club is open each weekday from 08.00 to 18.00 all year round, excluding bank holidays and the Christmas week. All children share access to an enclosed outdoor play area.

There are currently 25 children aged from birth to five years on roll. Children come from a wide local community. The setting provides a number of services for parents and children including day-care, links to health care teams, training facilities and respite care.

The nursery employs five members of staff, all of whom hold an appropriate early years qualifications. There are four staff currently working towards a Level 4 qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are cared for in a very clean environment where staff pay good attention to ensuring high standards of cleanliness are maintained. There are effective procedures in place to minimise the risk of cross infection for the protection of children, for example, adults wear aprons when changing nappies. Most staff hold a first aid certificate, consequently children are well looked after in the event of an accident. The medication and accident records are well-maintained and up-to-date in line with requirements and support the welfare of children within the setting.

Children are learning about good personal hygiene because staff speak to them about the importance of hand washing and support them well in this area. Children know that they must wash their dirty hands to get rid of germs that might make them poorly, especially after attending the toilet and to wash their faces with flannels after eating to remove excess food. The bathroom has some good resources to promote children's development of self-care routines. These include potties and toilet seats, disposable paper hand towels and soap dispensers. Displayed posters and pictures reinforce children's understanding in this area. The 'Brush Bus' stores toothbrushes separately and hygienically for those children who wish to bring one from home. Children are beginning to develop a good understanding about the importance of dental hygiene through everyday practise as they brush their teeth after their main meal.

Children are starting to learn about the benefits of healthy eating as they are offered good choices of food and drink throughout the day. The meals and snacks provided for children are healthy, nutritious and wholesome. They enjoy a mid-morning drink and snack of fresh orange segments or dried cranberries and raisins. Lunches are freshly made and include meals such as curries, lasagnes, pastas and meat casseroles all served with a selection of fresh seasonal vegetables. Drinking water is available throughout the day and children help themselves to water from the water cooler whenever they wish. Meals times are social occasions, where staff sit together with children at the table offering encouragement. Children benefit because staff talk to them about what they are eating and as a consequence are developing a good understanding, for example, that fruit is good for them.

All children are starting to gain an early understanding of the benefits of a healthy lifestyle. They are able to sleep and rest according to their needs and enjoy a good level of physical activity throughout their time at the nursery. Children have good freedom of movement within the play areas, using the climbing centre and balance beam to good effect. The flexible routine enables children to choose to play indoors and outdoor. They play for a sustained period with a variety of outdoor equipment, such as wheeled toys, balls, slides and climbing equipment. The free flow from indoor to outdoor works well as children move freely without their coats, enjoying the first days of the spring sunshine.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

The nursery is brightly decorated and visually stimulating to children, for example, children's work, photographs and hanging mobiles are displayed at every level. Parents and children receive a friendly welcome from staff and therefore children are happy and settle easily in the child-friendly environment. Children confidently move around the rooms using the space well and all areas are well-organised. For example, children make decisions about what they want

to play with because resources are stored within reach, promoting self-selection. The comprehensive range of equipment and resources are safe and of good quality and design, meeting the developmental needs of the children well. The clear partition screens are used to good effect to separate those younger and non-mobile children from older children, yet enable all children to be part of a larger group and not separated completely.

The welfare and safety of children is given a high priority by all staff within the nursery, for example, in addition to a listening monitor used for sleeping children, staff complete a physical check every five minutes which is recorded. Staff have a good knowledge of issues relating to the protection of children and a procedure to follow should any concerns be raised about a child is in place, which is shared with parents. The layout of the nursery enables staff to have a good overview of children at all times, both indoors and outdoors, and very good staff ratios are maintained. There are effective procedures in place to keep children safe and secure when entering or leaving the premises, for example, visitors sign in at the centre reception and staff greet visitors and parents in person at the main nursery door. Children develop a good awareness of fire safety procedures because they are involved in regular evacuation drills which are recorded. The provision of wheeled sleeping cots for the youngest of babies ensures their safe evacuation in the event of an emergency, with the minimum of disturbance. Children are able to develop their understanding of keeping themselves safe, as they are allowed to take risks. For example, they learn to climb up and down the small steps of the indoor climbing frame and jump from the low height climbing table onto safety mats, under the watchful eyes of adults.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy and settled in the nursery. They feel safe and secure and leave their parents and carers with confidence because there are established settling in routines. Children remain comfortable in the setting as their basic care needs are met throughout the day, with regards to nappy changes, sleeping and feeding. Most children feed themselves independently, however, some younger children are not always given the opportunity to try and feed themselves and develop their skills in using cutlery correctly.

Children enjoy a broad range of planned and spontaneous activities that supports their all round development. There is a varied range of manufactured and natural play materials and all children have a good range of equipment to support their needs. Staff are supportive and encouraging as babies explore a sensory-rich environment, for example, they play with a range of treasure baskets, including wooden pegs, hoops, spoons, brushes, shiny materials, acorns, and other related items. They investigate their reflections in a range of different sized mirrors and shiny objects. The sensory light box stimulates their senses by projecting bright coloured lights around them. Babies receive effective one-to-one support and attention within the setting and careful consideration has been given to assigning a key person to all individual children to make sure the needs of the child and their family are successfully met. Children therefore benefit from close and caring relationships with their carers, which develops their sense of trust and helps them develop a strong sense-of-self.

Adults interact and support children effectively as they play using conversation which develops children's language. Staff give high priority to ensuring that children remain challenged because they question children constantly, which in turn increase their vocabulary and language development. Children relate very well to staff, responding with laughter and smiles to the attention they are given. Babies feel secure as they receive lots of physical cuddles and comfort. For example, when playing under the mobile gym, staff tickle their tummies and toes. Children

confidently moved around from indoor to outdoor. They co-operate together to build a large tower using large wooden blocks. They complete flower sticking pictures in celebration of Mother's day and paint at the easel using a range of different sized brushes. Children enjoy creative opportunities and access a range of different mediums such as sand, water, gluing, crayoning and printing on a daily basis. Younger children are beginning to enjoy exploring the outside world because the setting has a six seat 'turtle bus' which enables a small group of children to be transported safely on trips, within the local community.

Children's progress and development is assessed through appropriate observations linked to the 'Birth to three matters' framework, which supports the care and development of young children. Most staff have attended training in this area and have a sound knowledge and understanding of the framework. They follow the guidance to ensure the skills and competencies of the framework are included. Information is shared with parents on the framework and planning is displayed for them to see. Staff are pro-active in reviewing the manner in which they record and plan for the next steps in children's learning, to ensure it remains effective. Some staff have attended training in the Foundation Stage and although the setting does not provide nursery education for children aged three years and over, it follows the principles of the stepping stones and progression towards the early learning goals.

### **Helping children make a positive contribution**

The provision is good.

Children are valued as individuals and benefit from being cared for in a setting where positive respectful relationships are evident and staff are good role models. Children are treated with equal concern and their individual needs are effectively known and met by caring staff. There is a good balance of adult-led and free play opportunities for children who have access to a good range of resources that promote a positive image of diversity, for example, posters, books, role play clothing and play people. Children are learning about the wider world, for example, they have recently learnt about the Chinese New Year and Holi. Children feel a sense of belonging as their art work, birthdays, names and labelled photographs are displayed within the setting. Digital images are changed frequently to reflect children's recent experiences. Children enjoy being together and secure relationships are formed as children learn to play co-operatively with and alongside their friends. For example, they work together to sweep up the sand, using the dustpan and brush, they wait their turn for the outdoor cars and chase each other through the play tunnel.

Staff are calm, consistent and encouraging at all times and a relaxed yet busy atmosphere is created. This positive approach helps children to behave very well because staff act as good role models to children and praise and encourage them frequently. Consequently, children's self-esteem is developed well. Children are beginning to develop a good understanding about sharing, for example, staff forewarn them about the need to take turns on the outdoor cars. This enables them to prepare to swap vehicles with their friends, thus alleviating any altercations. The nursery works very closely with families to find out about the individual needs of the child. Staff take the time to talk to parents about their children and exchange relevant information at the beginning and end of the day, consequently, good trusting relationships have been formed. Parents receive a good amount of written information about the provision, for example, newsletters, parents handbook and related written policies and procedures, therefore, they feel they are kept up-to date and well-informed. Information is shared on a daily basis in the form of a diary where children's routines are shared. There is a written complaints procedure in place known to parents.

## **Organisation**

The organisation is good.

The robust vetting procedure contributes to children's well-being because effective systems are in place to check staff suitability. Children are safeguarded by the supervisory procedures in place that prevent staff from being left unsupervised with children until cleared. Management make sure that staff receive an effective induction into the setting and have good systems in place to evaluate staff strengths and areas for improvement. Children benefit from being cared for by a well qualified staff group who are enthusiastic about attending training and have a high regard for their well-being. All staff and management receive good ongoing development opportunities, for example, four staff members are currently working towards a Level 4 qualification.

Staff are effectively deployed and organise their time and the resources to good effect, to meet the needs of the children who attend. The space available is used well by the children to move around unrestricted which enables them to make decisions about their play and to feel included as a whole group. The nursery has a comprehensive range of written policies and procedures that contribute to the effective running of the setting. These work very well in practice and promote children's health, safety, enjoyment and achievement and their ability to make a positive contribution. Overall, the provision meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

## **THE QUALITY AND STANDARDS OF THE CARE**

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.

## **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):

- further develop opportunities to increase younger children's independence with regards to feeding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)