

Beaumont Centre

Inspection report for early years provision

Unique Reference Number	EY358877
Inspection date	09 July 2008
Inspector	Susan Andrews
Setting Address	Beaumont Social Centre, Nottingham Road, Coleorton, COALVILLE, Leicestershire, LE67 8HN
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Registered person	Honeysuckle Childcare
Type of inspection	Integrated
Type of care	Full day care, Out of School 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 satisfactory. 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?

The Beaumont Centre is one of three settings run by the provider. It opened in 2007 and operates from a community building with access to a very small outdoor play area. The setting is situated in the village of Coleorton near Coalville in Leicestershire.

A maximum of 34 children may attend the setting which includes day care and out of school care, at any one time. The setting is open each weekday from 07:15 to 18:00 throughout the year.

There are currently 36 children aged from two to eight years on roll. Of these, 12 receive funding for nursery education. Children come from the local community, nearby towns and villages.

The setting has experience of providing care for children with learning difficulties and/or disabilities and also children who speak English as an additional language.

The setting employs six staff, who all hold appropriate early years qualifications. Additional relief staff are available from the other two settings.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a clean and child-oriented environment. General standards of hygiene at the setting are suitably maintained and staff take steps to minimise the risk of cross-infection, for example, by excluding children who are unwell and ensuring surfaces and tables are cleansed using antibacterial spray after activities and before mealtimes.

Children's personal hygiene is generally promoted as staff remind them to wash their hands after using the toilet or messy play and before eating. Staff offer explanations about why this is important, therefore, children's understanding of their own health needs is further promoted. Children are able to access tissues independently so that they can wipe their noses and they explain that they 'wash their hands to wash away the germs'.

Children experience some physical activities which contribute to their good health, for example, through the use of a parachute, dance and movement to music. They use a range of toys and equipment that develop their physical skills. Children hop, jump, run and balance using climbing apparatus, ride scooters, tricycles and wheel doll's pushchairs with purpose and precision. Children have a good sense of movement as they negotiate space. They move freely between activities and equipment with ease, changing directions and starting and stopping as required. Daily use of small equipment, such as sand tools, paintbrushes, puzzles, Lego and construction toys promote the development of the children's hand and eye co-ordination and fine muscle skills. However, spontaneous play opportunities out in the fresh air, are not included in the activities on a daily basis. This is because the small adjacent play area is unable to be used to its best advantage. Arrangements are made for children to enjoy regular walks around the lanes and to the nearby recreation area.

Children's medical welfare is safeguarded, as the setting has a range of policies and procedures which underpins day-to-day practice. Staff hold relevant first aid qualifications and follow clear procedures when dealing with accidents and the administration of medication. As a result, staff are able to positively respond should a child in their care have an accident or become unwell. Accident records are maintained, however, in some instances they lack sufficient detail regarding the injury sustained and do not include follow-up observations staff may make, to monitor any change in the children's condition.

Meals, snacks and drinks are provided by the setting at various times during the sessions, although some children bring their own food provided by parents. Staff do not sit with children and partake of the same meal, however, children do sit together and engage in a social environment. The staff invite children to attend the 'snack bar' during the sessions where children can choose to have drinks and a snack. Healthy eating however, is not sufficiently promoted, particularly in respect to breakfast and lunch as the menu lacks a suitable nutritional balance. Fresh drinking water is not always made readily available throughout the session and additional drinks after physical exercise are not encouraged. Therefore, at times during the day children may become thirsty and dehydrated.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children play in a suitable, spacious environment, with clearly defined activity areas. There is sufficient space indoors between each of the activities, so that the children are able to move around comfortably, engaging in quiet and physical activities. As a result, their choice and independence is promoted. Children have easy access to a varied range of safe equipment which is in good condition, however, chairs are too small for the tables and therefore, some children are not able to sit at an appropriate height to play or eat. Toys and resources are plentiful and varied, although, these do not sufficiently promote positive images of culture, gender and disability. Consequently children's awareness of diversity is not enhanced. Toys are age and developmentally appropriate. They provide suitable challenge, therefore, children develop their skills and are stimulated and interested in what is available.

Children are well protected from the risks of accidental injury, as staff are aware of safety issues. Children are encouraged to become aware of their own safety, for example, they help to sweep up the spilled sand explaining, 'so somebody doesn't slip on it and hurt themselves'. The setting takes positive steps to plan for emergencies and to prevent and manage accidents, through the use of a range of daily safety checks and regular fire drills that are conducted to identify any potential hazards. Risk assessments are completed and other effective practices are in place, which actively contribute to keeping children safe and free from harm. For example, staff are extremely vigilant in the supervision of children regarding the security arrangements. The procedures for taking and collecting children from school as well as the arrival and departure of children and their parents, are managed very well. Each child is handed over directly between staff and the authorised parent or carer. Staff are deployed effectively and children are carefully supervised. Children are never left alone with people who have not been vetted, or released to unauthorised adults, consequently, they remain safe and secure within the setting.

A written child protection policy is in place which is made available to parents and carers and is in line with the leaflet, What to do if you're worried a child is being abused, and the Local Safeguarding Children Board procedures. These include steps to be followed should a member of staff be accused of abuse. Staff have attended training and update their knowledge regularly so that they have a sound understanding of child protection issues and reporting procedures. They are aware of the signs and symptoms of abuse and fully recognise their duty to protect the children in their care, therefore, children's welfare is safeguarded.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are generally happy and new children settle well. Older children are confident, independent and relaxed. Younger children receive support and encouragement from staff which helps to reassure them.

Children are cared for by the close team of motivated staff, who give them lots of individual attention, therefore, they feel secure, welcomed and valued. Children are able to approach staff with ease and form close, trusting relationships. Staff are enthusiastic and interested in what children do and say. They listen to them attentively and although challenging behaviour is not always managed effectively, staff are beginning to know when children's play would benefit from adult intervention and when to hold back and allow children to progress their own negotiations and solve problems.

Children's overall development is generally supported as staff have a sound understanding of how children learn. Staff provide the children with a range of planned activities and experiences that children enjoy. Children explore their feelings through books and art activities, and happily engage in role play, dressing up and re-enacting familiar events such as being a fireman, going to the seaside, cooking and going shopping. They are curious and fascinated as they explore the world around them, for example, as they look at leaves and flowers that they pick on a walk in the nearby the lanes.

Nursery Education.

The quality of teaching and learning is satisfactory. Staff have a basic knowledge of the Foundation Stage. They are aware of how children learn and progress through the stepping stones, what the areas of learning include and they provide a range of appropriate activities. However, baseline assessments are not conducted and strategies for the observation, evaluation, assessment and planning of the curriculum are not sufficiently robust and do not provide sufficient differentiation in activities or focus, to encourage children's individual sustained learning. Therefore, some children are unable to fully extend their skills because activities are not built on staff's observations of what they need to do next. Staff ask questions and invite children to think and predict for themselves during activities and general conversations. Children have frequent opportunities to self-select play experiences and therefore, many activities are child-initiated with staff providing support and encouragement.

Generally, children listen well when staff are speaking and answer questions. They are beginning to be confident speakers as they increase their skills and vocabulary during group activities, such as registration time. They happily sing songs and most children listen attentively to stories. Staff engage all children in lively conversation to extend their thinking, however, some of the younger children and those with challenging behaviour, due to their limited focus, attention span and lack of confidence, find it difficult to maintain an interest in the large group activities.

Children are interested in their chosen play activities and generally enjoy their time and have fun at the setting. They form good relationships with their peers and play well together. For example, making sand castles, pretending to be at the seaside and taking dolls to the shops in the role play area. Children have independent access to a suitable range of activities and make choices and decisions about their play. Children are usually kind to each other and work co-operatively, they take turns, share and help to tidy away the toys which gives them a sense of responsibility.

Children's mark-making skills are fostered with a variety of materials available on a daily basis. For example, children use paintbrushes at the easel, they draw and write with pencils and crayons as part of art activities and draw letters and numbers in the sand with their fingers. Children enjoy looking at books and respond well to questions as they confidently predict what might happen next. For example, in the story about 'The very hungry caterpillar', children predicted that he would get a tummy ache because he ate too much. Children are learning that the printed word has meaning and they have some opportunities to recognise their name, for example, they use their name cards at registration, follow words on the page at story time and on their artwork. Some labels and displays around the room help children to become familiar with letters and numbers linking them effectively to objects and places.

Children's mathematical development is encouraged and children are able to count confidently up to 10 and younger children are beginning to use numbers and some mathematical language in everyday conversations, for example, 'I've painted two pictures'. Children compare, sort and

calculate as they use jigsaw puzzles, the stacking pyramid, sing rhymes, count the days of the week and see numbers in their environment. For example, in their role play, children count how many sand castles they are building. Children enjoy exploring and investigating their environment, they make progress in using positional language, such as 'in front of', 'underneath' and 'above'. Through using the sand and shaving foam they make comparisons, for example, judging which container is full and which is smaller. They learn how objects grow and change, as they plant seed heads and learn that seeds grow into plants. Children enjoy opportunities to develop their information, communication and technology skills as they competently use the computer, keyboard and mouse, and whilst playing with the telephone in their role play.

Children develop their physical skills and their creativity through the use of a range of art materials and tools as they paint, crayon, create collage pictures and model with play-dough. Children use their imagination to express their ideas and feelings through stories and in play situations that reflect their home and the wider community. They dress up as princesses, fire-fighters and shopkeepers. Children remember and sing familiar songs with great enjoyment, as they listen to music on CDs, exploring melody and rhythm with musical instruments.

Helping children make a positive contribution

The provision is satisfactory.

Children are happy and relaxed in the setting. Staff understand the principles of equality of opportunity. However, celebrations, activities, toys, equipment and practices do not fully reflect diversity or promote positive images with regard to culture gender and disability. Therefore, children are not being provided with learning opportunities that acknowledge and value individual differences and help them to broaden their understanding of the wider world.

Children's spiritual, moral, social and cultural development is fostered. Most children generally behave well in the setting, they happily share their toys, and co-operate well with each other, for example, taking turns willingly as they play in the sand and with the shaving foam. Staff however, experience difficulties in managing challenging behaviour demonstrated by a few of the children. Effective strategies are not in place and staff are not always consistent, therefore, these children do not gain an understanding of what is acceptable and how their behaviour affects others. Consequently, activities are sometimes disrupted and learning objectives are lost. Staff are polite to each other and to the children, always saying 'please' and 'thank you' and encouraging children to do the same. This means that children's self-esteem is promoted by their praise and encouragement. Children's artwork is valued and displayed creatively around the hall which further enhances the children's sense of belonging.

The partnership with parents and carers is satisfactory. They speak favourably of the welcoming environment which helps them to feel confident in the care offered to their children. They feel listened to and receive appropriate information, such as regular newsletters and weekly diaries. Further information is shared informally through ongoing dialogue and is displayed on the notice boards for parents. A full range of the setting's policy and procedural documentation is readily available for parents and carers. Staff are aware that they are required to keep a record of any complaints. Appropriate information is gathered at the time a child is placed in the setting and information is reviewed periodically to ensure continuity of care, so that children's care needs are met appropriately.

Organisation

The organisation is satisfactory.

Children receive a satisfactory level of care from staff who are selected as part of an appropriate suitability and vetting procedure. This ensures that they are looked after safely by qualified, experienced, committed staff who have been vetted, receive appropriate induction and are subject to ongoing appraisal evaluation. The operation plan has been devised and works in practice and documentation which contributes to the children's health, safety and well-being is in place. Staff are generally familiar with the policies and procedures and work well as a team.

The leadership and management regarding nursery education is satisfactory. The provider and manager communicate appropriately with each other through informal discussion. However, opportunities are not readily created for all staff to meet together on a frequent basis to look at the planning and evaluation of activities and practice issues. The manager is a suitable and effective leader with a clear vision about how to provide an appropriate service to children and parents that meet their individual needs. Induction and appraisal systems are in place, where the competency of staff is evaluated and their training needs identified. However, the systems to conduct the baseline assessments, assess children's development, monitor and evaluate the provision of the nursery education are not sufficiently robust and consequently some children may not progress as effectively as they could. Good staffing ratios are in place and staff deployment is effective. This has a positive impact on the supervision and the general well-being of the children is enhanced.

Overall children's needs are met.

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 AND NURSERY EDUCATION

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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 fresh drinking water is available to children at all times and that healthy eating is promoted with the provision of nutritious snacks and meals
- develop opportunities for staff to meet together on a frequent basis to look at the planning and evaluation of activities and practice issues
- ensure adults caring for children are able to manage a wide range of children's behaviour in a way which promotes their welfare and development
- promote equality of opportunity and anti-discriminatory practice for all children and provide a suitable range of activities, toys and equipment that reflect diversity with regard to culture, gender and disability.

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):

- improve opportunities for children's spontaneous access to an appropriate outdoor play area to develop their physical skills and to have fresh air and exercise on a daily basis
- conduct individual baseline assessment so that children's next steps can be identified and establish planning for differentiation in activities and learning intentions to sustain children's individual progression.

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