

# Bligh Sure Start Childrens Centre

Bligh Infant School, Bligh Way, ROCHESTER, Kent, ME2 2XJ

<b>Inspection date</b>	20/06/2013
Previous inspection date	20/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>1</b>
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## **The quality and standards of the early years provision**

### **This provision is outstanding**

- Exceptional leadership and management throughout the daycare, school and children's centre provides a highly successful and well-documented development plan, targeted for each individual provision.
- The highly effective interaction by experienced, qualified staff enables children to make very good progress in their learning and development.
- Children play in a welcoming, highly stimulating environment where they make choices about where to play using easily accessible resources.
- Staff are exceptionally well-qualified and use their knowledge of child development together with their experience to ensure children's individual needs are addressed and met.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The majority of the inspection was spent observing staff interacting with the children.
- Documentation was reviewed including the safeguarding procedures and policy.
- Parents views were obtained through discussion on the day.
- Joint observations were carried out with the manager to observe practice.

## Inspector

Jane Wakelen

## Full Report

### Information about the setting

Bligh Sure Start Children's Centre opened in 2006 and was re-registered in 2008. It operates from two rooms at Bligh Children's Centre, located in Bligh Infant School, Strood, in Medway, Kent. The building is situated on ground floor level with ramp access to the main reception and entrance lobby. The daycare is open each weekday from 7.30am to 6.00pm for 50 weeks of the year.

The provision is registered on the Early Years Register. It provides wrap around care for children from three months to five years. There are currently 51 children on roll in the early years age range. The daycare currently supports a number of children with special educational needs and/or disabilities, and children who speak English as an additional language

The daycare employs 13 staff, all of whom hold appropriate early years qualifications. The childcare co-ordinator and a senior member of staff both hold Early Years Professional Status (EYPS).

### What the setting needs to do to improve further

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

- continue to enhance the environment to raise children's mathematical understanding further, for example, by providing additional displays of mathematical signs, concepts and numbers both indoors and outdoors.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children experience a warm, friendly environment that is extremely well tailored to their individual needs. Highly qualified staff carry out regular observations of each child and use this information very effectively to identify children's next steps in their learning. Consequently, planning provides an excellent variety of activities linked to children's different learning requirements. This system is operated throughout the provision, including the wrap around care, enabling all children to flourish and achieve. Regular summative assessments are shared with parents, including the progress check for children aged between two and three years of age.

Outdoor play is fully incorporated into children's daily activities as children have free access outside, enabling those children that learn better in an outdoor environment to

thrive. Children move freely around the setting, demonstrating good awareness of the space around them, as they ride around on the tricycles. Children can build structures with the large foam and wooden bricks, or practise kicking the balls or playing with the hoops. Younger children crawl through tunnels or practise their walking skills by pulling themselves up on the furniture. Large climbing equipment is offered regularly throughout the week on the school site, providing challenging opportunities for older children. Staff encourage children to develop their small physical skills through bead play, building bricks and handling books. Older children learn to use tools with the dough and younger ones use their hands to explore the paint or their food. Consequently, children develop effective hand and eye co-ordination.

Staff provide excellent support for children to develop and enhance their vocabulary and communication skills through daily activities. Staff place high emphasis on supporting children's language development and follow a national programme. They talk to the children during play, often providing a commentary for the younger children to describe what they are doing. Children are confident talkers and are encouraged to extend their vocabulary through effective questioning by the staff. Books are used well in the nursery to encourage children to talk. Story sacks and puppets enhance story time, involving children in the process whilst developing their attention and listening skills exceptionally well.

Children use a wonderful range of natural materials, such as peat, sand, corn-flour and water with various utensils to explore the different properties. They explore the sensory garden and go bug hunting with their magnifying glasses, supported by enthusiastic staff. This motivates children to explore and investigate. Younger children explore the logs and the grass area, experiencing first hand what it feels like to sit in the long grass. Sensory resources on the wall and floor further support children's experiences. As a result, children are engaged and interested in their environment, and show curiosity and an eagerness to learn.

Children use their imaginations as they play in the role play area, using pasta to fill pots and pans. Staff encourage children to act out familiar roles from home and change the resources according to themes and children's varying interests. This enables children to be highly creative and to act out real and imagined experiences. Children develop their creative skills through art and craft activities such as painting, collage and junk modelling and through music and singing rhymes. Opportunities to make music outdoors are offered through a range of unusual objects, such as pipes and metal.

Children are developing their mathematical skills well. They demonstrate their excellent understanding when they use mathematical language in their play as they talk about the big pot and the long pasta. Children play with mathematical resources, such as shape puzzles, and threading beads. They have exciting opportunities to sort natural materials into colour, shape and size using real pebbles and shells. However, the environment has few mathematical concepts on display to stimulate children's understanding further, such as numbers or shapes.

Children are all treated with equal respect and concern by the staff who value each child's differences. Thorough observations and monitoring of children's progress alert staff early

on to any concerns regarding their development. Consequently, parents and children are provided with additional support from outside agencies if necessary, to address children's individual needs.

Highly effective partnerships with parents are established throughout the centre. Parents are welcomed into the setting and build good relationships with their child's key person. Parents are fully involved in contributing to their child's unique story and provide their own narratives and photos to support children's learning and development.

### **The contribution of the early years provision to the well-being of children**

The key person system is exceptionally well embedded into the ethos and daily routine of the nursery. Staff show care and concern for all the children, valuing their individuality and supporting their individual needs extensively. Children behave extremely well because they are fully engaged in activities and well supported by the staff. They are encouraged to develop their independence from an early age, making choices of activities and exploring their environment. Snack time enables children to dish up their fruit, pour their drinks and then wash their cups and bowls in the low level sink. Younger children are able to help themselves to their cups, using a photograph of themselves to identify which is their own cup. Children show familiarity finding their own coats and shoes, and demonstrate effective self-help skills in sorting out which foot goes into which boot.

Children feel exceptionally safe in the setting and approach staff to meet their needs, for example, if they need a cuddle or help with an activity. Young children use gestures or take the practitioner's hands to lead them to the activity, with older children talking to the staff demonstrating excellent communication skills. Staff show interest in what children are saying, supporting children's self-esteem. Children play in a safe environment because highly effective risk assessments are carried out throughout the premises. Staff remove toys which are broken and remind children about keeping themselves safe. For example, children learn why they must not kick the ball indoors or climb on the tall flower pot. Young children are closely supervised as they develop their mobility and become more stable on their feet. They are encouraged to climb and explore the steps, slope and tunnel, in a safe way, using equipment specifically made for their age group.

Staff promote children's healthy lifestyles extremely well. They demonstrate a significant understanding of why this is important. Children have constant free-flow from indoors to outdoors, benefitting from fresh air and exercise. Non-mobile children are taken outside on rugs, mats and use the ball pool enabling them to enjoy and benefit from being outdoors. Excellent hygiene procedures are in place with staff preventing cross infection through effective nappy changing routines. A balanced diet is offered for snack and meal times, providing children with the necessary requirements throughout the day. All staff are aware of any dietary needs or allergies to support individual children's needs.

Resources are highly impressive in the majority of areas of the nursery. Children are able to freely select equipment from low level baskets and shelves. These are all labelled to help children identify words with meaning. The excellent range of toys in the younger age

group is separated into different areas. This provides a stimulating place for the younger children to explore and experiment as they learn about their environment. Older children enjoy transporting the various toys to different areas as they develop their skills in all areas of learning.

Children are exceptionally well prepared for their move to the nursery within the same centre. Staff show empathy with the children and work with the family to help develop attachments in a gradual way. The excellent key person system enables the new key person to come into the daycare group and spend time playing with the child in the familiar setting. The child is then encouraged to go on a visit to the new rooms with their existing key person to provide a secure familiar adult. Parents are kept fully informed and involved with this move, providing wonderful opportunities for the parent to ask questions and help support their child.

### **The effectiveness of the leadership and management of the early years provision**

Highly inspirational leadership and management of the whole centre provide excellent support and motivation for all the staff. Highly reflective development plans and strategies are implemented to target an overall aim, and then to further define individual targets for each group within the centre. These targets are then distributed amongst the staff team to provide action plans to monitor the effectiveness of the setting. This excellent management process ensures children's needs are identified and specific programmes of support organised and implemented. Consequently, gaps in achievement between groups of children are narrowing significantly.

Safeguarding is given high priority amongst the centre. A well-written policy is implemented effectively by the whole staff team, who attend regular training. All staff demonstrate an excellent understanding of the processes to follow if they have any concerns regarding children in their care. All the required documentation, policies and procedures are made available to parents to keep them reliably informed. Excellent rigorous recruitment procedures are in place to ascertain applicant's suitability. The necessary checks are taken up and regular supervision meetings alongside a thorough appraisal system ensure staff's ongoing suitability. Consequently, children flourish in the environment.

Self-evaluation is embedded into the highly reflective processes implemented by the leadership and management team. The views of parents, children and staff are all used to inform the self-evaluation, alongside the extensive monitoring systems in place for all aspects of the provision. As a result, the self-evaluation is constantly changing and being adapted to address the needs of the families and children using its services. Emphasis is placed on staff undertaking regular training courses and furthering their qualifications to ensure excellent continuous improvement. The highly impressive partnerships with other professionals that support the centre's work ensure that children's needs and learning and development requirements are exceptionally well met.



## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY379817
<b>Local authority</b>	Medway Towns
<b>Inspection number</b>	822305
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	32
<b>Number of children on roll</b>	51
<b>Name of provider</b>	Bligh Infant School Governing Body
<b>Date of previous inspection</b>	20/03/2009
<b>Telephone number</b>	01634 710154

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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