

Sure Start Gill Blowers Centre

Leabank, Wauluds Bank Drive, Luton, LU3 3LW

Inspection date

Previous inspection date

12/12/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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

- Exceptionally skilled, well supported staff use their expertise to ensure that the environment is positive and stimulating. Children are offered a rich variety of creative play experiences that promote their learning and development in all areas.
- Children are secure, happy and extremely motivated. They eagerly explore the environment and demonstrate high levels of independence and curiosity. They quickly develop positive attitudes to learning and are therefore exceptionally well prepared for school and future learning.
- The exemplary assessment of children includes sharply-focussed monitoring of all areas. This means that staff plan highly appropriate activities for individuals and groups. Children therefore make exceptional progress in relation to their starting points.
- Excellent partnerships with families mean that they are fully supported in working with staff to promote the learning and development of their child.
- Children's well-being is comprehensively monitored. All interventions are therefore timely and highly sensitive to the needs of each child. This supports children in forming secure attachments and provides an exceptionally strong base for their developing independence.
- Senior managers and all staff have extremely high expectations of themselves and children. Leadership of the setting is inspirational and encourages staff to strive for the very best for each child. This means that children's welfare, well-being and overall development are exceptionally well considered and promoted at all levels.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the main playroom and the outside learning environment.
- The inspector held meetings with the manager of the provision and the nominated person and carried out a joint observation with the manager.
- The inspector talked with the children present.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Kelly Eyre

Full Report

Information about the setting

Sure Start Gill Blowers Centre was re-registered in 2012 on the Early Years Register. It is situated in purpose-built premises in a residential complex within the Leabank Integrated Centre, in Luton. It is managed by the Governing Body of Gill Blowers Nursery. The nursery serves the local area and is accessible to all children. It operates from one main room and there is a fully enclosed area available for outdoor play.

The nursery employs six members of childcare staff. Of these, one holds an appropriate early years qualification at level 2 and four at level 3 or above.

The nursery opens Monday to Friday during school term times. Sessions are from 8.30am to 11.30am and from 12.30pm to 3.30pm. There is a lunch club from 11.30am to 12.30pm. Children attend for a variety of sessions. There are currently 32 children attending who are in the early years age group. The nursery provides funded early education for two-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the use of outdoor areas to offer children further opportunities to investigate the natural world.

Inspection judgements

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

Excellent procedures enable practitioners to get to know the children, ensuring that they are very well supported and their individual needs are met. For example, practitioners visit children at home before they start at the nursery, building excellent early relationships with both the children and their families. Children therefore settle quickly, are secure and eager to explore, demonstrating highly positive attitudes to learning. This is further reinforced by the excellent attitudes of all practitioners and managers. They show children that they too are keen to play and learn, modelling inquisitive behaviour and a quiet self-

assurance and determination. Children respond to this positive environment. For example, they concentrate well, happily persevere with tasks and readily try new activities and experiences.

Confident, well trained practitioners encourage children to initiate and extend their own play, offering highly appropriate support whenever needed. For example, while playing with bricks, children are encouraged to look at the size of the towers as they build. The practitioner then wonders how to make the tower bigger and children competently add more bricks, taking these away again when thinking how they can make the tower smaller. Interaction such as this encourages children to solve simple problems, while building their confidence to experiment.

Children's starting points are comprehensively assessed. Practitioners work in partnership with parents to obtain this information, using it to inform the initial planning and to track children's progress. Excellent communication procedures mean that parents have frequent opportunities to share updates about their children and view their child's assessment files. The setting also offers specific events to provide information about the Early Years Foundation Stage. Parents are therefore exceptionally well supported in extending their child's learning at home.

Practitioners observe children as they play, skilfully assessing and tracking their progress in each area. They evaluate all activities and the use of resources each day and use this information to inform future planning. The manager also collates information about each child's progress in every area of learning. This comprehensive information is then used to support practitioners in planning focussed one-to-one work with individual children and groups of children. The setting's excellent use of all the information they gather means that children are always offered activities that interest and motivate them and are specific to their individual needs. The manager is also able to check that no individual or group of children is left behind and the development of all is promoted. For example, monitoring shows that children make exceptional progress in relation to their starting points. They therefore move on to the next stage of their learning with a highly positive start.

The excellent monitoring and assessment are actively used to plan highly appropriate interactions that promote children's learning and skills for use in future life. For example, children sit together in small groups as they learn about shapes. They competently name these, count the sides, draw the shapes in the air and note the differences between each. They go on to examine differently shaped bricks, matching these to the pictures of the shapes. Opportunities such as these develop not only children's mathematical skills, but also their understanding of working together and taking turns.

Children grow in confidence and their self-esteem is promoted because practitioners always work sensitively with each child and carefully consider the impact of their interactions. They use all situations as positive learning opportunities. For example, when children stop in the bathroom to look at a basket of toy ducks, a practitioner joins them. They explore the ducks together, comparing the sizes and going on to count each duck as they point to them.

Every activity is well planned to motivate and inspire children. For example, when making

salt dough, a practitioner demonstrates how to write out the recipe and take notes. The children respond to this, making marks on their paper as they 'write' their recipes and pretend to make notes to themselves as they mix the ingredients. They thoroughly enjoy this activity and are inspired to write their own names on the labels for their salt dough models.

Children are offered a creative variety of opportunities that promote their physical development. For example, they manipulate buttons and small craft materials as they make their own snowmen illustrations. They also enjoy circle games and using large play equipment, developing their sense of space and their skills in balance, control and coordination. Children participate in a wealth of activities and discussions that promote their awareness of themselves, their community and the wider diversities of society. For example, they learn traditional dances and taste dishes from around the world. They also raise money for a national charity, using this as an opportunity to discuss the similarities and differences that connect them with, and distinguish them from, others. The outdoor area is very well used to offer children a wide range of opportunities to play and explore. For example, they search for bugs and insects among the shrubs and enjoy exploring the various paths and assorted play areas. However, there is further scope to enhance the use of the outdoor environment so that it is used to the very optimum in supporting children's learning in all areas.

Practitioners interact exceptionally well with children, making their play and learning fun and extending their thinking. For example, children explore a large tray of cereal and dry pasta. They laugh and giggle as practitioners join them, pretending to eat the mix and calling out "oh no, it's too hot, what can we do?". Children advise the practitioners to blow the food to cool it down, demonstrating clear problem solving and their understanding of safety. Activities such as these also help to develop children's language and communication skills, as they learn to communicate their ideas and thoughts and listen to the views of others.

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

The key person system is exceptionally well implemented. Practitioners build and maintain excellent partnerships with parents, supporting the ongoing exchange of information about children. This contributes to children forming secure attachments and feeling confident to explore and express themselves. The exemplary use of well-being screening, using the 'Leuven well-being and involvement scales', means that practitioners and the manager are fully informed of the exact needs of all children. They can therefore plan precisely to meet those needs and so promote children's overall development to the optimum and prepare them well for the transition to nursery school and then on to school.

Children's behaviour is exemplary. Practitioners act as excellent role models, consistently showing a very genuine care, concern and respect for all. Children mirror this behaviour and learn to respect each other. The thoughtful use of puppets helps promote children's understanding of the effects of their behaviour and also helps them explore their own feelings. They are therefore beginning to show high levels of control in their interactions

and participation in activities. Children work exceptionally well together, share resources and readily include others in their play. This area is further supported as practitioners carefully consider all daily routines, making sure that these meet children's needs and are used positively to help promote their development. For example, at 'tidy up time' children are given clear instructions as to which areas to help tidy up. They readily participate in this task and enjoy the praise and thanks as they work.

New children quickly settle because practitioners work exceptionally well with parents to find out about their interests, abilities and needs. The provision of a wealth of accessible resources means that children have numerous opportunities to play, explore and develop their own learning. For example, children and practitioners discuss characters in a favourite story, naturally moving to the low easel and writing materials, using these to illustrate their discussions.

Thoughtful daily routines and excellent staff interaction support children in developing their self-care skills. For example, they have time and support to learn to put on their own coats before going outside. They gain a practical understanding of the importance of exercise and physical activity as they participate in activities and discussions. For example, they note their raised temperature and increased heart rates after running around. Children also gain an excellent understanding of how to keep themselves safe. For example, they learn about appropriate risks as they use the outdoor play equipment, learning to stop if they feel unsure.

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

Senior managers are skilled, experienced and conscientious. They set exceptionally high standards for the quality of care offered and always lead by setting an excellent example for practitioners to follow. Their monitoring of all practitioners is exemplary. These robust procedures ensure that practitioners' successes are celebrated and built on and they are also fully supported in developing their professional practice. Comprehensive self-evaluation covers all areas and takes full account of the views of practitioners, children and parents. This ensures that managers obtain a balanced and representative overview of the setting's work. Robust, practical action plans clearly identify and prioritise areas for improvement. For example, changes have included the introduction of well-being screening for all practitioners. This contributes to maintaining a positive environment, where children thrive and enjoy their play and learning.

The monitoring of each child's progress is exceptionally robust and means that their development is promoted in all areas. Practitioners and managers work very well in partnership with other professionals, enabling them to offer targeted support to children and families. Excellent partnerships with parents ensure that children's care is consistent, their development promoted and parents are offered exceptional support in playing an active part in their child's learning. For example, weekly open days mean that parents can play alongside their children and gain a greater knowledge of how children learn as they play.

Children's welfare is given a high priority and this is supported by exemplary safeguarding procedures. For example, this area is robustly monitored on a continuous basis. Senior managers and practitioners are clear about their roles and work very well in partnership with families and other agencies. All practitioners have attended relevant training and demonstrate an excellent understanding of safeguarding issues. This area is further supported as there are thorough procedures to ensure the suitability of all practitioners. The practical implementation of risk assessments and ongoing safety checks ensure that all areas of the environment are safe and welcoming. This means that children thoroughly enjoy their time at the setting and have an exceptionally positive childcare experience that forms an excellent base for their future learning.

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. 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

Unique reference number	EY447833
Local authority	Luton
Inspection number	803548
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	34
Number of children on roll	32
Name of provider	The Governing Body of Gill Blowers Nursery
Date of previous inspection	Not applicable
Telephone number	01582 587350

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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 that are usually their 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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