

Elizabeth Foundation

Inspection report for early years provision

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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

The Elizabeth Foundation family centre opened in 1981. It is a registered charity and operates from two purpose built centres, adjacent to the grounds of Queen Alexandra Hospital, Portsmouth. The centre serves deaf children from all over England, either through its family centred services or through the National Home Learning Programme.

The family centre is open five days a week during term time. Sessions are from 9.30am to 2.30pm. The centre is registered to care for 29 children from two to under five years at any one time. There are currently 14 children in the early years age group attending. In addition, the centre also runs baby and toddler sessions where parents stay with their children. All children are deaf or hard of hearing and some have other associated special educational needs.

The centre has one full time and three part time teachers of the deaf, a speech and language therapist and four nursery assistants. Of these, four staff have teaching qualifications and all but one are early years trained. They currently have one nursery assistant working towards an appropriate qualification. The group follow the Multi Sensory Oral Approach to teaching deaf children spoken language. The centre also work in partnership with Portsmouth Health Trust to provide a diagnostic hearing test centre and this is followed up with the Elizabeth Foundation providing an early intervention service for recently diagnosed babies. All parents are offered counselling and support as required.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The centre provides a truly unique service to the children and families who use their service. Every child thrives in their care and all make good to outstanding progress in their learning and development. Staff constantly reflect on their practice to ensure they continue to offer the best possible support for the children and families in their care. It is their ability to support both the children and their families and produce such excellent outcomes for children that is the key to their outstanding practice.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- having increased involvement with other settings the children may attend to encourage them to share their assessments of the children to further promote continuity in children's learning and development.

The effectiveness of leadership and management of the early years provision

Safeguarding and ensuring children's safety underpins all aspects of the day to day workings of the centre staff. All staff are fully aware of the safeguarding policies and procedures. They are also all involved and take ownership of undertaking risk assessment and ensuring children's safety. The management team have a robust recruitment process and all staff undertake comprehensive safeguarding training as part of their induction.

Excellent team working is apparent in all they do. When reviewing their practice and completing their self-evaluation, all staff play an active role. This ensures they have shared aspirations, an inspirational vision for the future and a clear understanding of what it is about their existing practice that works so well. Awareness of issues of equality and diversity underpin everyday practice, staff get to know each child extremely well and understand how to meet their differing needs and promote fully inclusive practice.

To promote continuity, the centre sends copies of children's developmental achievements and future goals to other early years settings the children may attend. These settings do not always mirror this excellent practice and share any records they may hold. This is something the centre is looking to follow up on and see how they can support other settings to share this information. Parents are offered superb levels of support and the staff understand the benefits of working in true partnership with parents. Many parents travel great distances to use this service and are, therefore, more likely to stay on site whilst their children are attending sessions. The centre provides parents with rooms for them to relax and read a book or they can use the extensively well equipped learning centre. This facility has a wealth of resources for them to use including training packages to increase their understanding of how to support children with a hearing impairment. In addition to this, they have regular opportunities to discuss their children's progress and are encouraged by the highly skilled staff to play an active role in their children's learning and development. The result is a truly holistic approach to childcare.

Children have access to an outstanding selection of resources. These are plentiful in all areas and freely accessible to all children. The purpose built building is also acoustically balanced to ensure children with partial hearing loss can pick up on any sound around them.

The quality and standards of the early years provision and outcomes for children

Children show clear delight at attending this centre. They develop close and trusting relationships with the staff and are superbly well supported in their learning and development. They undertake an extensive range of activities and learning opportunities. Staff undertake comprehensive preparation for these to ensure all the required resources are to hand. Topic work includes seasonal

activities such as fruit picking. The children are taken out to pick the fruit, each child has their basket and on returning indoors they set about peeling and cooking the fruit. Their independence skills are promoted at every opportunity as staff encourage them to pick and cut the fruit themselves. The children go with the staff to cook the fruit and discussions are undertaken to ensure the children understand the risk of hot stoves. The areas of learning are seamlessly weaved into each activity. Children learn about shapes, numbers and patterns during craft activities. In their communication and language some deaf children have attained age appropriate speech which is an outstanding achievement.

All children show clear enjoyment in their learning. Although some are very young and have recently become deaf, they respond with enthusiasm and delight to the activities. This is a credit to staff's ability to motivate children even for tasks they find hard or those that test their existing skills. The staff know each child incredibly well and can talk knowledgeably about each child's stage of attainment and future goals. These are also recorded in detail for each child in their development records. Due to this, all children are making good to outstanding progress.

Children attending the centre all have special educational needs and the centre staff have a superb understanding of how to support the children to ensure they excel in all areas of their development. Staff act as good role models and have high expectations of the children. Children respond well to this and are considerate to the needs of others.

To promote children's understanding of good hygiene practices, staff draw their attention to everyday activities such as hand washing. Staff are aware that children who have a hearing impairment do not have the same opportunities of hearing others talk about everyday activities such as the need to wash their hands prior to eating. By reinforcing these simple messages the highly skilled staff ensure children do not miss out on this type of incidental learning. Children are encouraged to make healthy choices in their diet. They discuss the need for a balanced diet in their topic work when undertaking activities such as apple picking. This ensures that the children from an early age understand how to promote their good health.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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