



First Class Child Care Centre

Inspection report for early years provision

Unique Reference Number	309289
Inspection date	25 September 2006
Inspector	Janet, Elizabeth Singleton
Setting Address	Dill Hall, Regent Road, Church, Accrington, Lancashire, BB5 4AR
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Registered person	First Class Child Care Ltd
Type of inspection	Integrated
Type of care	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.

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 good.

WHAT SORT OF SETTING IS IT?

Dill Hall Nursery is part of the First Class Child Care group. It is situated in Church, Accrington and serves the local area. The nursery has a baby unit, toddler unit, pre-school room, ball pool and soft play area and main activity hall. A maximum of 61 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00, closing bank holidays and between Christmas and the New Year. All children share access to a secure outdoor play area.

There are currently 73 children aged from birth to under eight years on roll. Of these, 23 receive funding for early education. Children of school age are accommodated after school and during school holiday periods. An escorted transport service from selected schools in the area is provided. The nursery currently supports children who have a learning difficulty or disability.

There are 13 childcare staff of whom 10 are qualified in early years. There are three members of staff currently attending training in early years. The manager is supernumerary. A cook is employed to prepare the meals and snacks. The setting receives support from the Early Years Teacher Team and is a member of the National Day Nurseries Association. There are no children attending who speak English as an additional language.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is promoted as the staff follow sound hygiene procedures and encourage children to wash their hands before and after meals. The staff talk to the children about the reasons why they need to wash their hands. The changing procedure is appropriate and cross contamination and infection is limited by the use of anti bacterial sprays and appropriate disposal of the nappies. The cleaning procedure was not fully implemented, in regard to the carpet area by the external door, within the baby room. Children's medication needs are met by the appropriate documentation, including parents' written consent, being in place and fully recorded.

Children are nourished appropriately as they are provided with a variety of meals and snacks which are healthy and include the use of fresh produce and fresh vegetables. They enjoy a snack of fresh fruit and sandwiches and readily access the water to monitor their own needs for a drink. They choose from a healthy option of water or milk at lunch and snack time. The provision follows the 'Smile for life' policy, this being a programme which limits sugar attacks on teeth. Children are encouraged to try and eat different foods, by staff acting as good role models and sitting with them during meal times. However, some younger children are not provided with the appropriate crockery and cutlery at snack and lunch time to assist them in their independence.

Children develop and test their physical skills as they take part in a range of stimulating activities both in and out of the setting. They enjoy riding bikes and balancing on the balancing blocks as they delight in playing outside. They learn to control their small movements and improve their hand and eye coordination as they fill jugs in the water play, join materials together and use pencils, pens and crayons with varying degrees of competence.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a welcoming and mostly safe indoor and outdoor environment which is planned to meet their needs by having areas of continuous provision, including sand, water paint and role play. They benefit from a dedicated soft play room in which they can develop their coordination and physical skills. There are areas allocated for messy play, story time and for quiet activities. The environment is welcoming to children and families with an appropriate use of a combination of educational posters and pictures of children's own work being attractively displayed.

They make choices from suitable and safe equipment including paint, paper, building bricks and the small world. Storage of toys and resources enables children to make decisions and to enhance their play by choosing from the safely stored equipment within their reach. There is sufficient space for the number of children who attend and regular risk assessments are carried out to ensure that the premises remain suitable for purpose. However, younger children's safety is compromised because one of the younger children's cots was not suitable for use.

Children are protected because staff understand their role in child protection and understand the signs and symptoms of child abuse. The key staff have a good understanding of the child protection procedure and are clear of the action to take should a child protection issue arise. The staff have all recently undertaken refresher training in child protection and were confident of the setting's procedure.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time in the nursery as they move freely through the setting to take part in the well planned curriculum and the continuous provision of sand, books and role play. Good use is made of the Birth to three matters framework and staff encourage younger children to make decisions about their play. Staff follow the children's lead and support them to carry out their chosen activity. They take part in an interesting and wide range of activities that help them to make good progress in all areas of development, for example, creative activities, singing and exploring the treasure baskets. They are provided with play opportunities which are appropriate for their age and stage of development as the younger children enjoy and delight in exploring the sand tray, digging and burying the animals, playing in the water and free painting.

Children are encouraged as they play because staff are sensitive to their individual needs, sitting with them and engaging in good quality conversation. The children readily seek out staff for support and ask for further resources. However, some staff do not always support children in their play and therefore, opportunities are missed to fully promote their development.

The children who attend the out of school club plan their own weekly programme and decide upon the activities they are to take part in, for example, building blocks, football, face painting and collage art work. They readily enter the club and enjoy their snack of sandwiches and fresh fruit with a drink of water or milk. They remain occupied and interested in their chosen activity. The staff are committed to the running of the out of school club and allow the children a greater degree of freedom to meet the needs of older children attending.

Nursery education.

The quality of teaching and learning is good. Staff find out about children's starting points as they access information passed from other groups in the nursery. They complete the 'All About Me Book' and carry out observations to identify children's individual needs. Children make good progress because the staff have a good understanding of the Foundation Stage. They develop a curriculum plan which gives equal weighting to the six areas of learning, however, it is unclear how the aspects for each area of learning are given equal coverage. Children's

individual learning needs are assessed regularly by their key-worker and recorded to show their progress. Evaluation of all activities takes place to ensure these meet the needs of the children attending. The recording of the activities are consistent with children's needs and are used to inform future planning. This ensures these are clearly identified and therefore, enables children to maximise their learning.

Children are motivated and eager to learn as they join in activities with delight and enthusiasm. They enter the nursery and readily find something to occupy themselves prior to sitting down for registration. During registration, they are confident in sharing their news and contribute fully to the discussions. Their independence is developed as they are keen to take part in the serving of the snacks and can manage their own needs in the bathroom. They are very well behaved and respond to staff instructions to line up, be careful and to share resources. The children readily seek out the mark making table to practise their writing skills, with some children forming letters correctly and attempting to write their own name. This is enhanced by the availability of their name cards. They constantly chatter during their play as they actively listen to each other and wait their turn to speak. They use language to organise their thinking as they discuss how to build the train track. They learn to link sounds to letters as they sound out 'm' and 'curly c' for each of their names. They delight in accessing the book corner and understand print carries meaning and is read left to right.

Children are very confident in their good use of mathematics. They count and name numbers frequently during their play as they discuss the number line and count the animals and pieces of fruit. They use calculations as they ask 'How many?' and discuss more than and less than during their play. They recognise and name shapes including circle and square. They compare shapes as they discuss the banana being the same shape as the moon. They explore and investigate as they examine the play figures and how they work. They are competent in their use of the computer as they change the screen by using the mouse. They learn about time as they discuss the days of the week and the months of the year at registration. They readily talk about today, yesterday and next week and recognise that some events are a long time away, for example, starting school.

Children are certain in their use of colours and enjoy making patterns and colour mixing during the printing activity. They name red, blue, green, white and yellow confidently as they play, naming the colours of the pens they use. They actively use their imagination in the role play and discuss putting the babies to bed, feeding the babies and making tea as they act out their own scenarios. Overall, children make good progress towards the early learning goals given their starting points.

Helping children make a positive contribution

The provision is satisfactory.

All children are welcomed into the setting and enjoy taking part in the activities provided. The staff have a sound understanding of equality of opportunity and ensure all children are included. Children enjoy learning about diversity as they play with toys and read books which promote culture and ethnicity. The staff currently support children who have a learning difficulty or disability and ensure planning and activities are adapted to ensure all can make a positive contribution.

Children are very well behaved and are beginning to take responsibility for their own behaviour. They are encouraged to share and to take turns thus are learning how to work with other children in a positive manner. They listen to staff and follow staff instructions to tidy up, line up and be careful. The staff discuss the behaviour with the children and support them by being enthusiastic when children succeed, for example, 'well done', 'wow' and 'excellent' which enables children to develop their self-esteem and feelings of self-worth. This is enhanced by the use of certificates of achievement and reward stickers.

Partnership with parents is good, this being effective and contributing to the well being of the children. Staff share good quality information and invite parents to discuss their child's development with their key worker. They can view their child's development folders and are welcome to discuss any issues regarding their child. There are notice boards, a newsletter and a daily communication sheet for parents of the younger children, which informs them of topics, activities and meals provided for their child. The parents are invited to take part in the Foundation Stage through the home link letters which inform them of the schemes of work and provides a strong link between home and nursery.

The children learn about the community and other cultures as they engage in sound activities which promote their understanding. They access resources which promote their understanding of diversity including role play, books and observing cultural posters. They enjoy playing together and learn to share as they wait their turn to play on the computer. They learn about the world as they take part in and enjoy celebrating festivals from their own and other cultures. This positive approach fosters children's spiritual, moral, social and cultural development.

Organisation

The organisation is good.

The children move freely through a well organised setting which maximises play opportunities, making good use of space, time and resources. Policies and procedures are used effectively to promote the welfare, care and education of the children and work well in practice. All the documentation required by the National Standards, which contributes to children's health, safety and well being, is in place and maintained to a high standard.

The leadership and management is good. The staff are led by a committed management team who are aware of the strengths and weaknesses of the setting. The management team addresses all issues through staff meetings to identify necessary changes to the care and education practice. There are effective group management meetings in place and staff are consulted on all issues. The staff work well together as a team and support each other in their roles. There are key staff for each of the areas of the nursery and within the nursery rooms. Training is fully promoted for all staff to increase their knowledge and skills to improve their practice and therefore the care of the children. There are good staffing procedures in place, for example, induction and appraisal systems to ensure staff meet children's needs. All documentation is regularly reviewed and updated to keep abreast of all changes in childcare and education practices and regulations. There are regular staff meetings held to ensure the care and education of the children is fully promoted.

Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the setting was asked to provide images and resources within all group areas which depict difference, to ensure children's safety in relation to all heated pipe work in the sleep room and to devise a safe method of distributing the cooked meals from the kitchen to each nursery group room.

The setting has increased resources to promote diversity by purchasing books, dolls, jigsaws and increasing the use of cultural displays. The pipe work and radiator has been covered in the sleep room. The cooked meals are moved on a trolley, by the cook, and this was observed to be safe procedure.

The above action ensures children can use resources which increase their understanding of people's differences and therefore increase their knowledge and understanding. The covering of the pipe work and the improved transportation of the cooked meals ensures children's safety is maintained and that they can play in a safe environment.

Complaints since the last inspection

Since the last inspection 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.

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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 all children are provided with appropriate cutlery and crockery at meal times
- ensure the cleaning procedure is fully implemented within the baby room in regard to the carpet area by the external door
- ensure the safety of sleeping children in relation to the unsafe cot
- ensure all staff support children in their play.

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):

- develop the planning to show how each aspect of the areas of learning are monitored to ensure all are given equal weighting.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk