



# Langwith Junction Children's Centre

Inspection report for early years provision

<b>Unique Reference Number</b>	EY313498
<b>Inspection date</b>	12 December 2006
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<b>Registered person</b>	Langwith Junction Children's Centre
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	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](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

Langwith Junction Children's Centre opened in 2006. It operates from two rooms within a renovated building at Stubbin Wood School, Langwith Junction, near Mansfield, north Derbyshire. It forms part of the integrated care and education service within the centre. Education for nursery funded children, parent toddler groups, Sure Start Umbrella groups, wraparound care from 08:00 to 18:00 including lunch time sessions, and other health/education and business groups are all incorporated within the centre services. As yet there is no overall centre manager appointed. There are systems in place, which are supported by a team of managers, for the overall management of the centre. The school is situated in a residential area and families within the surrounding area use the services. A maximum of 24 children may attend the setting at any one time. Children who attend the nursery are mostly under three years of age. There are 11 children on roll who attend various sessions throughout the week. The setting welcomes children with learning difficulties and/or disabilities, and those with English as an additional language.

The Children's Centre is open each weekday from 08:00 to 18:00, 48 weeks of the year closing for one week over Christmas and all Bank Holidays. In addition to the main rooms, children have access to a range of other facilities within the nursery and have their own enclosed outdoor play area. The Children's Centre employs four staff. All of the staff, including the managers hold appropriate early years qualifications. The setting receives support from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's good health is promoted because staff understand and follow appropriate health, hygiene and safety procedures. For example, staff wash their hands and wear aprons before preparing snacks and wear disposable aprons and gloves when changing nappies. Well planned daily routines are developing children's understanding of the importance of good personal hygiene. For example, they are learning the importance of hand washing after using the toilet and before and after eating. Therefore, children are being protected from the spread of infection. Sick or injured children are cared for sensitively and parents are contacted and kept up to date with their child's condition.

Children are sufficiently nourished. Daily snacks and main meals appeal to children and meet their individual dietary and religious requirements. They enjoy their meal times and use this time to talk about the food on their plates. For example, they learn about the different types of fruit at snack time, such as apple, orange and banana. Menus planned are healthy, nutritious and well balanced. Sufficient quantities of food and drink are provided for children.

Children spend time playing with a sufficient range of resources that support their physical development both indoors and outdoors during the sessions. Each day, there are planned outdoor activities to help them develop control of their bodies, such as, painting the walls and railings with water and paint brushes and throwing balls into a bucket. Children are benefiting from the fresh air and exercise.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children and parents are welcomed into a bright, stimulating and well maintained environment. There is adequate space both inside and outside enabling children to experience activities which promote their development. The two rooms are organised well according to the type of activity. Children are learning to use these rooms appropriately. For example, the small room is the quiet room where children are learning to read books and draw. However, the temperature in the bathroom is cool and not comfortable. Therefore, children may feel cold when having their nappy changed or when going to the toilet. Children can access most toys and resources independently. This is because staff organise and plan the room and activities so they are generally accessible to support children's skills, development and interests when they are self-selecting. The centre is well organised and offers a range of facilities which meet the ongoing needs of children and parents.

Children select from a range of quality toys and equipment, which meet safety standards. These are presented invitingly to engage children's attention. Furniture is organised well so that children can freely move around the rooms, accessing a range of toys and resources. The varying needs of children's development and learning is being promoted effectively. They are stimulated by a varied range of resources that the staff plan and present both inside and outside the setting.

Risks are identified and minimised, therefore children are able to move around safely, freely and independently. This is because staff have a sound knowledge and understanding of undertaking risk assessments and complying with health and safety policies and procedures. There are effective systems in place for the arrival and collection of children. Good supervision by staff ensure that children of all ages and abilities are safe and well supported.

Children are well protected. Current literature and training ensures that the staff see the protection of children as a priority. Staff have a good understanding of their roles and responsibilities, are familiar with the Local Safeguarding Children Board procedures and are confident to put the procedures into practice.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children are happy and enjoy their time at the setting. They confidently engage in the toys and games presented. They are developing their independence skills as they select between the sufficient variety of interesting and attractively presented activities. Staff sufficiently plan to meet the learning and care needs of all children and incorporate the 'Birth to three matters' and Foundation Stage curriculum. However, the planning for the younger children does not always clearly identify the next steps of learning for each child. Consequently, not all young children's learning needs are identified to help them develop and progress. Children enjoy participating in the wide range of activities that provide opportunities to enhance their all-round development. Children particularly enjoy 'group' time. For example, they sit attentively during music time and happily choose their favourite song, such as 'Bob the builder'. They take part in story time and interact with the 'Barney' book and name colours from the story. They also enjoy and know a small range of Christmas songs, such as ' We wish you a merry Christmas' and play bells as they sing along.

Children have good relationships with the staff and enjoy the company of their peers. They play happily together as well as on their own. They are learning to taken turns and share the toys. For example, they take turns in throwing the balls in the bucket and getting water from the bucket for their paint brushes during outdoor play. Children progress at their own pace and are effectively supported by the staff. Children are valued and listened to by staff. For example, children are asked if they would like to sing or do sticking and the children said 'sing' and staff respected this and they sang songs. Children's needs are being met well through sensitive and appropriate approaches by staff. Consequently, children's self-esteem is promoted.

## **Helping children make a positive contribution**

The provision is good.

Children's individual needs are met well. Staff know the children well. For example, they know which child's favourite song is, 'The hairy spider'. Staff are sensitive to children's needs, likes and dislikes. For example, one child did not want to paint the reindeer antlers so staff adapted the activity to sticking. The child happily completed the activity. Children have access to a range of resources that positively reflect different cultures, ethnicity, gender and disability. However, these are not always readily accessible, therefore sometimes restricting opportunities for children to learn about the world around them and the people in it.

All children are included in all activities including those with special needs. Their needs are met well because there are good systems set up to support children. Good links with outside agencies and parents, and effective record keeping keep everyone informed of the children's progress. Staff are aware of being sensitive and mindful of how parents may be feeling.

Children are well behaved because they are given clear and consistent messages about what they can and cannot do within the setting. Good methods used to manage a range of behaviour support children in feeling safe and secure. They are encouraged to say 'please' and 'thank you' and rewarded on their cooperation. For example, when they help tidy up they receive a sticker. Children are valued and praised for their attempts to sing the Christmas songs as staff clap and cheer their achievements.

Parents and carers are welcomed into the setting. Information is exchanged in a variety of ways. This benefits the child because the parents, carers and staff are building a mutually supportive partnership for the child's well-being, development and progress.

## **Organisation**

The organisation is good.

Children are protected because there are good vetting procedures in place and the recruitment and selection process of staff is thorough. Staff are suitable to be in post and have obtained appropriate child care qualifications. There is a thorough system in place to monitor staff and their performance, thus ensuring a good standard of service whilst meeting the needs of the children.

Children benefit from the good organisation of the room and areas, toys, resources and equipment. The staff work well together. They have a clear understanding of their roles and responsibilities and promote a consistent routine. This creates a happy environment for children and enables them to feel secure and safe.

Records in place support meeting the needs of the children. The effective running of the setting ensures that the welfare, care and learning of children is maintained at a good standard. Information is stored appropriately and only shared with parents of their child. There is a very good range of policies and procedures which are clearly written and which the staff effectively put in to practice. Overall, the setting meets the needs of the range of children for whom it provides.

### **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**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### **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):

- further improve the planning to support younger children's development with regard to the 'Birth to three matters' framework
- monitor the heating in the bathroom area to ensure it remains at an appropriate level
- further improve the accessibility of resources and toys for children that reflect positive images of differing cultures, gender, religion and disability.

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](http://www.ofsted.gov.uk)