

Platt Bridge Community Childcare

Inspection report for early years provision

Unique Reference Number	EY342813
Inspection date	23 April 2007
Inspector	Susan Janet Lee
Setting Address	Platt Bridge Community Childcare, Rivington Avenue, Platt Bridge, Wigan, Lancashire, WN2 5NG
Telephone number	07747722718
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Registered person	Platt Bridge Community Childcare
Type of inspection	Integrated
Type of care	Full day care, Out of School care, Crèche

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 good. 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?

Platt Bridge Community Childcare was registered in 2006. The facility operates from designated childcare rooms within Platt Bridge Children's Centre. It is run by a committee. The children's centre is established as a campus model with health services and housing also on site but in individual buildings.

The nursery is open Monday to Friday from 08.00 until 18.00 all year round. Children aged from birth to three years are cared for in the baby unit whilst children from three years are cared for in the nursery unit where they are fully integrated with children accessing maintained nursery education in the school. The children also have access to the Foundation Stage outdoor play area. The setting is registered to provide care for a maximum of 46 children at any one time. There are currently 72 children on roll. Of these, 30 children receive funding for nursery education.

The out of school provision provides before and after school care and holiday care. The before and after school club is open Monday to Friday from 08.00 until 09.00 and again from 15.30 until 18.00 during term time. The holiday club is open Monday to Friday from 08.00 until 18.00

during school holidays. The Children have access to the school hall, the studio and bathroom facilities and an outdoor play area. This facility is registered to provide care for a maximum of 16 children at any one time and there are currently 17 children on roll.

The facility is also registered to provide a crèche but this is not currently in operation.

The setting currently supports a number of children with additional needs and also a number of children who speak English as an additional language.

The provision employs 10 staff who work directly with the children. Eight hold an appropriate early years qualification and one member of staff is currently working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a well maintained environment. They stay healthy because staff exercise good hygiene practices to minimise the risk of cross-infection. For example, they follow good standards of hygiene when changing nappies to help protect very young children and they use antibacterial spray to wipe tables before lunch. The children learn about personal care routines as they wash their hands at appropriate times of the day. The children are familiar with this routine and wash their hands independently. The written sick child policy ensures effective measures are in place when children are ill.

Children's dietary requirements are successfully met as staff gather information from parents about their children's dietary needs and take this information into account when planning meals and snacks. Staff work in accordance to parent's wishes regarding the provision of food and some parents choose to provide a packed lunch for their children. The children are well nourished and develop an awareness of healthy eating as snacks and meals are healthy and nutritious; helping to aid children's growth and development. The children are able to pour their own drinks to quench their thirst as drinks are readily accessible to them. Snack time in the baby room is a relaxed, social occasion, staff sit and chat to the children as they eat at their own pace. Children in the pre-school room benefit from being able to choose when they have a snack as a snack area is made available to them during each session. However, lunch time in this room is a little disorganised.

The effective key worker system ensures very young children are cared for by consistent adults who know them well. Babies benefit from routines that are consistent to their home experiences as staff follow their individual sleep and meal routines; providing a secure and familiar environment. Babies receive lots of positive contact during personal care routines such as bottle feeding. Staff nurse the babies as they feed and there is lots of positive interaction and eye contact. Babies are able to move around freely to develop their large physical skills such as sitting, crawling, pulling up to the standing position and walking.

The children have lots of opportunities to enjoy and develop their physical skills as they play outdoors each day. They learn about their bodies and develop control and coordination as they have access to a wide range of outdoor play equipment. Children in receipt of nursery education move around with ease and pleasure. They negotiate appropriate pathways when riding bicycles and scooters. They are able to adjust speed and change direction to avoid obstacles and they show respect for other children's personal space. The children persevere in repeating actions to develop a new skill such as hitting a ball with a bat. Older children collaborate in sharing

tasks. For example, two children hold and shake a skipping rope at floor level whilst other children jump over it.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm and welcoming environment. Children's artwork, posters and information for parents is displayed; making the environment bright, informative and stimulating for children, parents and visitors. There is a very good selection of equipment and furniture available to allow babies and older children to play, rest and eat in comfort. The setting provides a good range of resources to help children progress in all areas of their development. Staff check resources on a regular basis to minimise risks to children. All items of furniture and resources are of good quality and suitable design and appear in a safe and clean condition.

Staff have a good understanding of safety and conduct daily safety checks to ensure that the environment in which children are cared for is safe and secure. Staff practise the evacuation procedure with the children on a regular basis; helping the children to develop an awareness of what to do in the event of an emergency such as a fire. Sleeping children are protected as staff check them every 10 minutes to make sure they are safe and sound. Staff supervise the children well, enabling them to play safely and independently. They encourage children's understanding in keeping themselves safe through discussion and planned activities. For example, they gently remind the children to sit on their chairs correctly then they do not fall and hurt themselves and the police and the fire service recently visited to talk to the children about safety.

All appropriate documentation is in place and staff have a secure understanding of child protection matters and procedures; helping to safeguard children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Staff have a developing understanding of the 'Birth to three matters' framework and plan a range of age appropriate and stimulating activities for the children in their care. As a result, the children are actively engaged and occupied. The group rooms and the effective key worker system allow the staff to get to know the children well and children receive care from consistent and familiar adults.

Staff deploy themselves effectively to enable them to provide good care and support to the children. They sit at the same level as the children and interact with them at every opportunity. Staff share warm relationships with the children, who are happy and settled in their care.

Babies have access to toys that are colourful, tactile and that make noises and their environment is well organised with lots of tactile items displayed at child height; allowing the children to explore and investigate using a range of senses. Very young children begin to find a voice and listen and respond as staff listen when they attempt to communicate and respond using gentle tones; helping to reinforce early speech patterns. Staff offer lots of positive physical contact by means of hugs and cuddles and children respond by openly seeking reassurance from staff when they need to.

Toys are stored at child height, enabling the children to freely access toys to extend their play; helping to develop choice and independence. The children enjoy being imaginative as they play

in the home corner and with small world resources. A group of children enjoy being together and listening to a story read by a member of staff. They have fun looking at the pictures and joining in with sounds that different types of transport make. The children enjoy being creative and develop hand eye coordination and their fine manipulative skills as they draw on paper and chalk on an easel.

Nursery education.

The quality of teaching and learning is good. Three staff from the setting work with the children. They work alongside two staff who work in the Foundation Unit as the children have access to the pre-school room and integrate with children in the Foundation Unit. Staff have a good understanding of the Foundation Stage and work with staff from the Foundation Unit to plan and provide a wide range of interesting activities. Staff have worked hard to develop the continuous areas of provision which are well organised and resourced with a wide range of resources. The children also benefit from being able to freely access both the internal and external environment. They are also able to access aspects of the internal environment outdoors, such as construction, sand, imaginative play and small world resources.

Effective systems are in place in relation to planning and assessment. Planning includes weekly and half term evaluations of the activities provided and these evaluations are fair and valid. Play plans also include detailed differentiation to meet the varying needs of the children. Staff observe children at play and use this information to chart children's progress and to inform planning of children's next steps in learning. Lots of progress has been made in the short period since the setting opened and the children have begun to make good progress towards the early learning goals.

Staff deploy themselves well to enable them to provide good care and support to the children. They prepare well for focussed activities and engage the children's interest. They interact with the children to extend their language, challenge their thinking and to help them succeed.

Staff devote lots of time to children's personal, social and emotional development. The children show high levels of involvement in their chosen activities. They clearly feel safe and secure and are confident to make their needs known and enlist help and support from staff. The children form attachments with staff and other children and seek out their friends to join in their play. They develop good self-help skills as they independently use the bathroom, pour drinks, serve themselves snacks and put their coats on before going out to play. Children use language well to explain what they are doing, connect ideas, modify and reflect and to anticipate what will happen next. They handle books with care and enjoy story telling sessions at the library on site. The children ascribe meaning to marks and learn that we write for a purpose as they mark make in a variety of role play situations. They recognise their own names as they self-register on arrival and are able to find their own names from a long list of children's names.

Children learn about mathematical concepts such as number, shape and size through a variety of play activities as mathematics is well used across the whole curriculum. The children are able to count the number of items shown on a number lotto and older children are able to count to 10. They are also able to recognise numbers that are of personal significance to them. The children have some opportunities to use problem solving skills to calculate. For example, they join in rhymes and songs that involve addition and subtraction. The children use positional language well to give direction during their play. They are able to name the shape of every day objects and become aware of more complex shapes such as a semi-circle. The children develop an awareness of capacity as they fill and empty containers with sand and water and they are

able to estimate how many cups of water it will take to fill different sized containers. They show an interest in the world in which they live and they talk about what they see and what is happening. The children have access to a wide range of interactive resources. They show lots of interest in the computers and are able to complete simple programmes. The children also enjoy playing with remote controlled cars and taking photographs with a digital camera. They develop a sense of time as they follow the setting's daily routine and play games such as 'what time is it Mr Wolf'. The children develop a sense of place and notice different features of the environment as they take trips into their local community and take photographs and remember landmarks along their route.

The children have lots of opportunities to express their own thoughts and ideas as they have access to a wide range of creative materials and media. They have access to a lovely collage bar and are able to draw, paint, collage and make small and large scale models. The children enjoy singing and joining in action songs and they build up a repertoire of songs. The children develop an awareness of rhythm and tempo as they move their bodies in response to music when they participate in music and movement activities. They engage in a wide variety of role play situations and are able to re-enact their own experiences to help them make sense of the world in which they live.

Helping children make a positive contribution

The provision is good.

Staff gather a wealth of information from parents about their children's individual needs to enable them to be in a position to best meet these needs. The children develop an awareness of their local community through trips out and visits from other people in the community. The setting provides a good range of resources that reflect diversity and promote positive attitudes; helping the children to develop an awareness of the wider world. Staff work closely with parents and other professionals to best meet children's additional needs. They work hard to provide an inclusive environment to ensure that all children have equal access to all activities.

Staff have a good understanding of the behaviour management policy and are consistent in their approach; consequently, children develop an awareness of what is expected of them. Staff act as good role models as they treat the children with care and concern, use 'please' and 'thank you' and encourage the children to share and take turns. As a result, the children are polite and behave well. Staff use puppets to explain to the children why inappropriate behaviour may hurt or upset others. They encourage and reward children's positive behaviour and praise their efforts and achievements; helping to develop their confidence and self-esteem. The children develop a good sense of belonging. On arrival, they enter with ease and go happily to play with their friends. They make decisions as they freely choose what to play with and when to have their snack. The children clearly enjoy being in the company of the staff and they thrive on staff's interaction and attention. Children's spiritual, moral, social and cultural development is fostered.

Staff work closely with parents to gradually settle their children; which helps the children feel secure and builds trusting three way relationships from an early stage. Effective systems are in place to keep parents informed about the setting and their children's activities. The partnership with parents whose children receive funding for nursery education is good. Effective systems are in place for sharing information with parents regarding nursery education and also for gathering information about their children's starting points. Staff hold meetings with parents twice a year to share information about their children's developmental progress. Parents are actively involved in their children's learning as they receive weekly newsletters informing them

of current activities and they are asked to help with their children's learning at home by completing practical tasks. For example, parents help their children to look for letters in their home environment and ask their children what is the number of their house.

Organisation

The organisation is good.

The management team are qualified and experienced and keep themselves up to date regarding current legislation. The vetting procedure helps to protect children and an effective induction procedure ensures staff have a clear understanding of their roles and responsibilities. Three staff have valid first aid certificates, ensuring they have up to date knowledge of what to do in the event of an accident or minor injury.

The records of children's attendance show that staff to child ratios are maintained to promote children's care, learning and play. Staff work well together as a team and they organise space, time and resources to effectively meet children's needs.

All appropriate policies and procedures are in place and these work well in practice to positively promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. All required documentation is in place. However, the accident record does not always include sufficient information regarding the location of the injury and on some occasions another child's name is mentioned. Documentation is well organised and securely stored to help maintain confidentiality.

The leadership and management of nursery education is good. The management team share a clear vision for the setting and they impart this to staff in a range of effective ways, ensuring that all staff are working towards the same aims and goals. Regular staff meetings ensure open lines of communication. Effective systems are in place to monitor the delivery of nursery education and staff are fully involved in this process. Staff from the setting and Foundation Unit work well together as a team and meet regularly to ensure consistency. The management team have a good understanding of the setting's strengths and areas for development regarding nursery education and they are committed to the continuous development of providing good quality care and education for the children.

Overall, the provision meets the needs of the range of the 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.

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The quality and standards of the nursery education are good.

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):

- review arrangements for lunch time in the pre school room
- ensure the accident record includes sufficient information regarding the location of the injury and that no other children's names are referred to in the record.

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):

- continue to develop teaching practices and opportunities for children to use problem solving skills to begin to calculate.

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