

# First Class Child Care Centre

Inspection report for early years provision

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<b>Unique Reference Number</b>	309424
<b>Inspection date</b>	25 May 2007
<b>Inspector</b>	Wendy Fitton
<b>Setting Address</b>	Pick Up Street, Clayton le Moors, Accrington, BB5 5NS
<b>Telephone number</b>	01254 301 042
<b>E-mail</b>	
<b>Registered person</b>	First Class Child Care Ltd
<b>Type of inspection</b>	Integrated
<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 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?

First Class Child Care Centre, Pick Up Street, Accrington, was established in 1998 and is one of a group of privately owned nurseries. The nursery is situated in the centre of Clayton Le Moors, close to local shops and within walking distance of the local park. The nursery offers full day-care and nursery education for children from three months. There are out of school facilities available for children up to eight years.

The nursery is open 51 weeks, throughout the year from 07.30 to 18.00, Monday to Friday. The nursery is registered for a maximum of 48 children and there are currently 80 children on roll attending full and part-time places, 28 children receive funding for early education. Children with English as an additional language and with learning difficulties or disabilities are welcomed and supported.

The premises are two storey and the children are accommodated in separate units according to their ages and stages of development. Each unit has bathroom and changing facilities and there is a communal outdoor play area. There is a kitchen, office and staff facilities. There are 11 staff working directly with the children and most have early years qualifications and trainees

are working towards a qualification. The staff team includes a nursery manager, deputy manager and senior nursery officers, trainee staff and a nursery cook.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's good health and well-being is promoted as staff take very positive steps to prevent the spread of infection and take appropriate measures when children are unwell. All bedding, mats, cushions and baby toys are sterilised and laundered weekly and each baby has their own bedding and individual labelled bottles for their milk. There are effective nappy changing procedures and staff wear disposable aprons and gloves and use a disposal unit. Children's medical and health needs are attended to through staff recording and signing all accidents, seeking permission for any medication and emergency treatment and keeping up to date with first aid training and procedures.

Children access a clean environment, where good attention is paid to cleaning all areas of the premises. Children are encouraged to wash their hands after using the toilet and before baking or having food. Staff follow hygiene procedures and wipe the changing mat and the cots after each use, they clean their own areas, wash their hands before serving foods and follow the health and hygiene procedures in relation to maintaining children's health. Children are protected from infection and there are exclusion procedures in the event of an outbreak of sickness. The sickness procedure details all communicable diseases and meets with current legislation.

Children are provided with a range of regular drinks and foods for their needs. Food is properly prepared, nutritious and healthy and meets with individual dietary requirements. There are menus in place children are provided with snacks and meals. The food is prepared by the nursery cook and the children enjoy pasta, meat, fruit and vegetables. Any special diets are catered for and the food management policy links with the 'Smiling for Life' campaign. Children eat their meals within their own units and the food is brought through from the kitchen. Meal times for the younger children is not well organised and does not create a positive, social occasion.

Children enjoy a healthy lifestyle and develop their physical skills. Children go outside at least twice a day and play in the fresh air. Babies go out in their prams for a walk in the community or to the local park. Children develop their physical skills as they participate in group team games and sports when the 'Playmakers' community group visits. They learn about ball skills, running, hopping and skipping, they dance and exercise to music and sing action songs and rhymes. Children use small and large tools and equipment as they draw and paint with pencils and brushes, and use one handled tools as they cut with scissors. They walk up and downstairs confidently using the hand rail and participate in balancing and obstacle courses. Children develop a sense of space as they move carefully around their environment, negotiating furniture and any equipment.

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

The provision is good.

Children feel really welcome and have a sense of belonging. They access a safe and secure environment that is child centred, suitable for the purpose and offers access to all necessary facilities and activities to support children's developmental needs. Children are cared for in separate units according to their ages and stages of development. There are bright colourful

wall displays, posters and notices that help children and parents to feel comfortable and secure. Each area is organised into specific activity areas and so children can play, eat and relax in comfort and safety.

Children access a range of furniture, equipment and toys that create a stimulating environment. Equipment is in good condition, well maintained and conforms to safety standards. Children use everyday routine furniture to promote their physical development and this includes cots, prams, sleep mats, child sized tables and chairs and use appropriate feeding utensils, cups, and crockery. There is plenty of play equipment and toys to stimulate children's exploratory, creative and imaginative needs. They enjoy heuristic play and treasure baskets, jigsaws, role-play, craft and creative materials, outdoor equipment and reading books.

Children are safe and secure both inside and outside the premises and are not exposed to any hazards or risks. Staff follow very detailed safety procedures and there are comprehensive policies to protect children. Fire drills are practiced and all details are recorded, all safety equipment is in place and includes, gates, socket covers and security code pads, fitted to all doors. Children, staff and visitors are booked in and out and there are effective security systems for the arrival and collection of children. Children know and are learning about safety procedures as they know not to run around inside, climb on tables, hold the stair rail and talk about road safety. Staff take on full responsibility for their own areas and ensure that risk assessments are carried out and daily visual checks of rooms and the outdoor area are in place.

Children are protected and safeguarded because staff understand their role and duty to protect children from harm. Staff report any concerns to the designated manager and a clear record is written. There is ongoing training available for staff and copies of the government booklet is accessible. A child protection policy is in place and includes information for parents who sign and acknowledge the procedures. Any incidents from outside the nursery environment are recorded.

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

The provision is good.

Children enjoy and achieve as staff work to the individual needs of children on roll to promote their welfare. Staff plan and provide a range of interesting and exciting experiences and activities to promote children's, emotional, social and intellectual capabilities. Children access a planned environment that is organised into specific play areas linked to a curriculum for young children. They read books, explore and investigate the treasure baskets, use the role play area to make the dinner and dress up, build and construct with shapes and bricks and play creatively with sand, water and paint. Children make choices from low storage units and relate to the photographs on the storage boxes.

Children are confident and secure as they respond to the daily routines and rhythms of the day. For example, they have free play sessions, singing times, story times, meals and personal care times. Children enjoy the planned activities when they bake buns and create their own pictures with pens, paints and collage materials. Children relate well to their key person who is positive and nurturing and enables the children to achieve as much as they can through their play. Children develop their independence skills as they help with tidying up and feed themselves during lunch. Staff chat to children and ask open questions to keep their interest and motivation during the activities.

### **Nursery Education**

The quality of teaching and learning is good. Children play with a purpose, they concentrate and focus during their activities. They attend to their own personal care needs as they wash their hands after painting and use the bathroom independently. Children are confident and respond to the daily routines as they tidy away toys, play outside and prepare for their snacks and meals. They show concern for each other as they help and support each other, when constructing houses and buildings, in the construction area. Children chose the resources independently and follow the rules of putting on their own aprons and wearing a coloured band, that relates to their key worker group colour. Children make connections between the different parts of their everyday life experiences, such as dentist visits and children discuss self care of teeth and healthy foods.

Children enjoy familiar stories and they handle books with care, create their own pictures and predict the end of a story. Children use complex sentences as they talk about their food being too hot and the need to blow cold air on it, to cool it down. The current book area is being developed and new books and resources are on order to create a more inviting and attractive reading area, there are missed opportunities for children to create their own role-play activities linked to the stories and books. Children use size language, as they talk about small, big and tall, when they construct with blocks and bricks. They count and classify animals and teddy bears. They learn about and can name simple shapes as they make a caterpillar from using a circle shape to print with paint.

Children learn and show an interest in information technology. They follow simple programmes on the computer and use an egg timer to calculate how long they have been working. Children use their design making skills as they construct an obstacle course, using blocks, tyres and crates. They express their feelings about personally significant events and celebrate birthdays, new babies and some festivals. There is limited evidence to ensure that children have daily opportunities through role-play and activities to help them learn about cultures and people from other countries. Children enjoy singing and dancing to music and explore different mediums and materials. They observe what happens when they mix different colours of paint as they make a symmetrical butterfly. Children enjoy making their own creative drawings from the stories and pictures they see. They explore and investigate their senses through hand painting and playing in foam.

The starting points for children's needs are identified from the all about me information gathered from parents and other groups. The planning of activities are linked to the six areas of learning and the associated stepping stones. The teaching methods interest children and help them to focus through open questioning and interesting activities and experiences. Staff plan activities in the long, medium and short-term with a daily focused activity to target individual children. Staff observe children and record progress through the stepping stones. Each child has an individual profile with photographs, art work and observations that are shared with parents. All activities are evaluated to inform the planning for the next steps.

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

The provision is good.

Children are welcomed and treated with equal concern as staff find out about individual needs and routines. Every child has a registration form that gives detailed information to the key worker about all specific, health, medical and dietary needs, likes and dislikes, therefore, good care can be provided. Children access all facilities, resources and equipment freely and independently. They learn about some differences through books, celebrating festivals,

photographs, posters and discussion sessions. Children are encouraged to be kind and caring, share and take turns.

Children's welfare and development is well supported and staff are proactive in ensuring positive action is taken when a child may be identified with a learning difficulty or a disability. Parents are involved with any observations or concerns and a partnership ensures that the areas and equipment support children fully to meet their full potential. An identified member of staff is responsible for links with other professionals and the planning of the individual development and education plans for the children. Children's individual needs are monitored throughout the different groups and ongoing assessments and observations are in place.

Children's behaviour is managed in a way that promotes their welfare and development. There is consistency and respect for differing ages and levels of maturity. Children are encouraged to say sorry and given some time out to think about any negative actions. Positive behaviour is encouraged through stickers and certificates when children tidy toys away and are kind and considerate to each other. Children are aware of the rules and boundaries and know to walk when inside. Children are encouraged to take home the Freddie bear for the weekend or on a trip and learn about caring for and looking after each other. Staff are positive, caring and calm in their approach to children and help the children to feel good about themselves.

Children feel secure and benefit from the positive relationships between their key worker and parents. Parents provide a routine starter sheet for staff in order to provide appropriate care. Daily diary sheets are completed and inform parents of the routines and activities. There are detailed information boards all around the centre and this informs parents of all the organisational policies and procedures. Parents sign consents for all activities and practices that are carried out with the children. There are detailed induction and settling in procedures followed. Parents are aware of the complaint procedures, staffing procedures and have a newsletter each term.

Partnership with parents in relation to nursery education is good. There are strong home links through activity sheets, the 'Freddie Bear adventure' and the information in the welcome brochure informs parents of the curriculum and the areas of learning to support children's development. Parents can access their child's development files as and when they wish to and staff are always available to discuss children's progress.

Children's social, moral, spiritual and cultural development is fostered. Children relate well to staff and each other and enjoy links with their local community when the dentist and librarian visit. Children behave well and work to rules and boundaries as they help and support each other, play harmoniously as a group, share and take turns. Children are independent and know about their own care needs and make choices about what they want to do. Children learn about different lifestyles and differences through books, posters and discussion times.

## **Organisation**

The organisation is good.

Children are very protected and safeguarded because all staff are vetted and cleared, they are experienced and suitably qualified. There are effective recruitment and selection procedures and systems for monitoring staff performance and providing further training. There is strong commitment to developing staff's knowledge and practice through 'in house' training and staff work well as a team, are consistent and fully aware of their roles and responsibilities.

Children's needs are fully met through the effective organisation of routines, space and resources. Children are fully supported and the staff ratios are met, giving opportunities for children to be cared for by their key person. All children's needs are documented to share with parents. Children are cared for in separate units according to their individual stages of need and development. Rooms provide specific play and learning areas linked to the 'Birth to three matters' framework and the six curriculum learning areas. There are detailed routines that are flexible to individual needs and the children have opportunities for rest, meals, outdoor play, free and structured activities.

Children's welfare, care and learning is well supported through very detailed organisational policies and procedures and up to date regulatory records for the safe and efficient management of children's care. There are attendance records of staff and children and daily booking in and out sheets, staff personal records and children's information sheets are available. Medication and accident records are stored in children's individual files. The organisational policies and procedures cover all aspects of the care and management of children's needs and the maintenance and safety of the premises and resources. All documentation is regularly reviewed and updated in line with new procedures and legislation.

The leadership and management is good. There are clearly defined aims and objectives of the provision and a vision to enhance various areas of play to create a more exciting environment for the children. There are good links with the local teacher team and evidence of strengths in relation to working in partnership with parents and other agencies. There are detailed monitoring systems for staff and they follow an induction procedure, meet as managers, teams and individual room leaders. Management are aware of their designated individual responsibilities and they continue to update their own expertise through training and evaluating the organisation.

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 provider agreed to refrain from using a communal hand towel, to provide independent access to a drink for children from three years, to provide a soft play area and home corner in the toddler area, to review the toilet area on the first floor to ensure privacy and provide additional resources to reflect diversity in a positive manner. The children are now using disposable paper towels, water is provided and is freely accessible to the children in their own units, there is a role-play area and soft play area in the toddler room, the toilet area has a door fitted and divider walls to promote some privacy for children and some resources reflect diversity and include books, dressing up clothes and dolls. Children's health, well-being and learning is now enhanced.

### **Complaints since the last inspection**

Since 1st April 2004 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):

- develop the meal times for children under three years to create a more positive social occasion.

#### 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):

- ensure resources are interesting and inviting with regard to developing the book area and include some daily experiences for children to learn about different cultures and communities.

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)