

Childrens Learning Centre

Inspection report for early years provision

Unique Reference Number	109689
Inspection date	21 November 2007
Inspector	Coral Hales
Setting Address	125 New Brighton Road, Emsworth, Hampshire, PO10 7QS
Telephone number	01243 372015
E-mail	childrenslc@btconnect.com
Registered person	CHILDRENS LEARNING CENTRE
Type of inspection	Integrated
Type of care	Full day care, Out of School 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Children's Learning Centre opened in 1991. It includes a day nursery, pre-school an after school club and a holiday play scheme. It operates from the ground floor of a converted house in Emsworth, Hampshire. The nursery serves the local community and is a privately owned group.

Children's Learning Centre is registered to care for a maximum of 50 children at any one time. There are currently 180 children from birth to 12 years on roll. Of these, 43 receive funding for early education. Children attend for a variety of sessions. The setting currently supports children with learning difficulties and/or disabilities. Good support systems are in place for any child who speaks English as an additional language (EAL).

The group opens for 51 weeks a year from 08:00 - 18:00 Mondays - Fridays.

The nursery employs 21 members of staff. Of these, 20 have appropriate early years qualifications. Two office staff support staff are also employed. The setting receives support from an advisory teacher from the local authority. Children's Learning Centre are members of 4 Children and the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children's healthy growth and development is very well promoted and staff have a good understanding of individual dietary requirements. All children, including those in the after school club are well nourished and enjoy meal times because they are happy positive experiences. They develop an excellent understanding of the links between healthy eating and healthy living through regular discussions and planned activities. For example, they learn about different foods as they make cheese straws and fruit scones. Children eat fresh, nutritious food and learn to understand why it is good for them. For example, as they drink milk they talk about calcium and how it makes their bones grow strong. At snack time they chose from a selection of healthy options such as tomatoes, oat biscuits and fresh and dried fruit. The older children help themselves to fresh drinking water as they wish throughout the day and staff ensure younger ones are offered frequent drinks. Freshly cooked lunches are provided and children have opportunities to use appropriate cutlery and are becoming skilled using it. Others bring their own packed lunches. Younger children are very well supported by staff and are encouraged to feed themselves using spoons and they enjoy meal times because staff create a happy and relaxed atmosphere.

Children learn the importance of good personal hygiene through extremely well-planned daily routines and organised topics that focus on independence skills and keeping themselves healthy. For example, the older children take part in activities such as, hair brushing, hand washing and washing dolls and clothing and learn how to clean their teeth. Younger children develop their understanding through watching others, discussion and through positive role modelling of the staff. The children are protected from infection because effective hygiene routines are practised by the nursery. Suitable and efficient nappy changing routines and toilet training methods ensure that the younger children are well supported and cared for. Staff hold first aid certificates and are deployed around the nursery to administer first aid to the children quickly when required. They are well informed about children's health issues and enhanced records and documents are in place. Children rest and sleep according to their needs and routines. Suitable age appropriate equipment, such as cots for babies and mats for older children is provided and areas used for sleeping are quiet and restful.

Children are keen to use their physical skills and develop these further through well planned activities both indoors and outdoors. They enjoy using an excellent range of equipment to develop control and co-ordination over their bodies as they for example, throw and kick balls, ride wheeled toys and use the slide and climbing equipment. The garden provides all children with daily opportunities to have fun, to run around and play with friends or just to enjoy being out in the fresh air. Younger children join in and staff are on hand to adapt, support and guide their play. Less mobile babies go out in their buggies for walks and into the garden to watch others play. Their mobility is developing well with the use of low-level furniture and the space to roll and crawl, for example, they have lots of fun as they use the soft play shapes to crawl over and through.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children's safety is of high priority within the organisation of the nursery. Staff are vigilant when recognising hazards and take positive steps to minimise these. Very effective and

systematic risk assessments with excellent recording are carried out and all staff share in the responsibility for keeping children safe. Each area of the nursery is organised to allow children the space to move freely and safely around activities and play areas. Well-implemented safety and security precautions are in place to promote and safeguard children's welfare. Staff help children gain an awareness of keeping themselves safe in the nursery as they for example, practise simple procedures such as emergency evacuations.

Children in all areas use an extensive range of safe, good quality and developmentally appropriate toys, furniture and equipment. These are well organised throughout the setting with lots of child height storage units to encourage children to become independent and gain safe access to resources.

Children are very well protected by staff who have a very secure understanding of child protection issues and give top priority to children's welfare. All child protection policies and procedures are in place and implemented. The nurseries good practice ensures any concerns are dealt with in a sensitive and confidential manner.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time in the nursery and their learning is well supported. They are interested in the broad range of purposeful and developmentally appropriate indoor and outdoor activities that promotes their learning. Staff are well-trained and use the Birth to three matters framework generally well, alongside their own experience, to inform their practice enabling children to make good progress in their learning. Equipment and activities are attractively presented to help children to learn. Imaginative play areas are well resourced, interesting and stimulating. In all rooms including those with less mobile babies equipment is bright and cheerful and staff ensure a suitable selection is set out and regularly changed throughout the day. The overall environment throughout the nursery is stimulating, bright, cheerful and child orientated. Colourful and attractive displays of children's artwork ensure that they can take pride in their own work and a feeling of achievement.

Teaching and learning is outstanding.

Staff plan and provide an excellent range of experiences to promote children's development which are appropriate to their individual stages, needs and interests. Children are animated as they make choices and enthusiastically join in challenging activities that promote their learning. They have an excellent attitude to learning and are happy, settled and purposefully engaged throughout the session. They develop exceptionally well because the staff know how to interest them by ensuring that the activities are attractive and stimulating. Staff have an excellent understanding of how children learn and they support them to reach their potential, building their self-esteem and confidence in learning. Staff are highly skilled and use the curriculum guidance for the Foundation Stage very effectively. This allows them to offer a balanced range of activities covering all areas of learning. They have a very good awareness of children's starting points and use this effectively to plan the next steps in their learning. Staff know the children well, know when to step back and let the children take over an activity, creating an excellent balance between child-initiated and adult-led play. Assessment is rigorous and the information gained is used very effectively to guide planning to ensure children's future learning needs are met.

Children gain a well-developed respect for others and their beliefs, cultures and traditions. They are fully involved and engrossed in an exciting range of highly innovative and developmentally appropriate indoor and outdoor activities which provide challenge. Children follow their interests with persistence and concentration, and they have the confidence to try new activities by themselves. At all times children show high levels of interest and enthusiasm and sustain high levels of concentration as they create models, play games, listen to stories and take part in activities using a commercial phonic set of resources. They explore, experiment and take part in practical mathematical activities. For example, sand, playing in the water with boats and as they visit the shop and use coins to pay for items they chose. They ask questions, use their initiative and take responsibility for themselves during free play. The garden is very effectively used to maximise play experiences. Children use this throughout the day and their learning is enhanced by the varied and interesting and topical activities set up for them. For example, children look around for insects to put in their bug jar and then look at them through the magnifying glass. The area is also used very effectively to develop children's physical skills, for example, on climbing equipment and as they use wheeled toys with skill and confidence.

Helping children make a positive contribution

The provision is good.

Parents are made aware of the policies and procedures and receive a brochure which includes all details about the nursery. Helpful information about the Birth to three matters framework for children under three is clearly displayed. Staff keep parents well informed about their child's progress through daily informal discussions and written records that are regularly shared. A transition letter is sent to parents as children change areas and this gives helpful details about new staff and different routines. The nursery has a complaints procedure and facilities to record complaints and some information is displayed for parents. However, this is not fully in line with new guidance and is currently being reviewed.

Children feel comfortable to talk to members of staff if they are unsure about something and their views are acknowledged and listened to. They are well cared for by staff who are experienced and knowledgeable in their different roles. Children are actively learning about themselves, each other and the world they live in. For example, they recently enjoyed the topic of those who help us such as teachers, fire fighters and police. They appreciate different cultures and religions through activities and lively discussions. Children and their parents share their own cultural and religious festivals with the other children at the setting. This enables them to have first hand experience of diversity. A good selection of resources supports children's learning and helps them to value and respect differences. Younger children are well supported in their routines and their needs are met by sensitive and caring staff, and they are becoming confident with the routine and show a strong sense of belonging as they are made welcome.

Children with learning difficulties and/or disabilities are well supported with very effective systems in place. Staff work closely with the family and other professionals where appropriate. They give and ask for information to improve understanding for the child's individual needs to be met. Children's spiritual, moral, social and cultural development is fostered.

Staff are skilled and sensitive in their management of children and their behaviour. Children are happy, settled and polite. They behave well in response to staffs good use of praise and encouragement that enables them to achieve and to be rewarded for their achievements. They begin to manage their own behaviour and help others to attempt to manage theirs. Children talk about how to behave as they sit together as a group choosing activities. Staff are exceptionally good role models for children as their manner is calm, friendly and encouraging.

The partnership with parents and carers is outstanding. This contributes significantly to children's well-being and progress in the nursery. They are kept extremely well-informed about their child's development and achievements and they have the opportunity to make comments. Well-attended planned events keep parents up-to-date with the educational programme, for example, a Foundation Stage practical evening is held at the nursery. This very effectively involves the parents in the children's learning. A second evening is then organised to allow staff to share children's progress and achievements with the parents. A very informative folder containing photographs enables parents to observe the activities their children undertake at the nursery.

Organisation

The organisation is good.

Children's care is greatly enhanced by the very good quality of organisation and the outstanding leadership and management of nursery education. The children thrive in a warm and welcoming environment and are well settled. The nursery is well laid out to maximise the play opportunities for all children, including those in the after school club. Children are extremely well supervised by the motivated and experienced staff who follow nursery policies and procedures to promote children's well-being. Documentation in all areas of the setting is well-organised and generally regularly updated to allow staff to access information easily and all paperwork is available for inspection. Overall, the provision meets the needs of the range of children for whom it provides.

Leadership and management is outstanding

Children benefit from the highly qualified and skilled staff who are very effectively inducted into their role. The rigorous appraisal systems ensure that staff are listened to, supported and their training needs clearly identified. Their ongoing suitability is therefore monitored throughout the year by senior staff. Staff in all areas work together really well and meet regularly to discuss practice, children's progress and planning. The manager and proprietor meet daily and this enables them to have a clear vision for the nursery education with a strong focus on the personal development and achievement of all children. Senior staff motivate other staff, have built committed teams and act as extremely effective role models. The educational provision is very effectively monitored and evaluated to ensure that the children continue to make excellent progress in their learning.

Improvements since the last inspection

Following the last care inspection staff were asked to review and update their complaints policy to ensure that the contact number and address of the regulator were included. This was reviewed and updated, however, since the last inspection guidance and requirements have changed and therefore this will be carried forward as a recommendation from this inspection.

There were no identified weaknesses following the last education inspection. However, staff were asked to consider improving two areas; children's access to simple working technology; opportunities for parents to add their comments about children's learning at home. Simple working technology and use of the computer is planned for children to enjoy throughout the year and this promotes and supports their learning. Effective communication with parents enables children's achievements and progress at home to be shared verbally on a daily basis. Parents also add written comments to the assessment records and talk to their child's identified key member of staff if they require any additional information.

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):

- review and update the complaints policy so that it is fully in line with new guidance. Ensure parents are informed about the system to follow if they have any concerns.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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