

Crossley Mill Children's Centre

Inspection report for early years provision

Unique Reference Number	303727
Inspection date	19 February 2008
Inspector	Shaheen Matloob
Setting Address	New Road, Hebden Bridge, West Yorkshire, HX7 8AD
Telephone number	01422 845820
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Registered person	The Hebden Bridge Nursery Action Group Limited
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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Crossley Mill Children's Centre opened in its present premises in January 1998. It is managed by the Hebden Bridge Nursery Action Group (NAG). The nursery is based in a converted mill and has been refurbished. It is situated alongside Rochdale canal just outside the centre of Hebden Bridge, west Yorkshire.

A maximum of 46 children may attend the nursery at any one time. The nursery is open each week day from 07.30 to 18.00 for 51 weeks of the year. There are currently 77 children from birth to five years on roll, of these 13 children receive funding for early education. Children attend from the local community and surrounding areas and attend for a variety of sessions.

The nursery employs 16 staff, of these the majority of staff, including the manager, hold an appropriate early years qualification and other staff are working towards gaining a qualification. The setting receives support from the local authority and has retained the Investors in People award.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Clear and well planned procedures protect children from illness. The nursery reserves the right to exclude children who are infectious and a clear sickness policy ensures that staff act in the children's best interests to prevent the spread of infection. Children are cared for in a clean and well maintained environment where staff are vigilant in implementing and maintaining health and hygiene practices, for example, all tables and surfaces are clean using anti-bacterial cleaner. Disposable gloves and aprons are worn during nappy changes and outdoor shoes are removed when entering the baby room in order to sustain high levels of hygiene. Arrangements for the administration of medication fully meet requirements, however, accident records do not contain details of the specific location of an injury sustained by children.

Children have a good knowledge of personal hygiene and established daily routines support this. They wash their hands before meals, after using the toilet and throughout the day when necessary. They clearly understand the need for hand washing and explain that they still need to wash their hands even if they don't look dirty. Children understand that washing hands with soap prevents them from getting germs and 'making you poorly'. A range of children's photographs are displayed in the bathroom showing children in various stages of hand washing. This enhances children knowledge of the routine, especially for new children.

Children enjoy a broad range of indoor and outdoor activities, which contribute towards their good health. They have access to a spacious environment and daily activities help children to benefit from energetic physical play, for example, they use equipment to balance and ride on wheeled toys, play catch and participate in music and movement. Children begin to understand the benefits of healthy living and exercise. They explain that they need to 'march, run and jump' to stay healthy and recognise the changes to their bodies during physical activity, such as their hearts 'go beep, beep fast' and 'you need to sit down and have medicine and a drink'.

Children begin to understand the benefits of a healthy diet through discussion. They recognise that fruit and vegetables are good foods and are healthy. They explain clearly that being healthy means 'you eat vegetables, like carrots because they make you big and strong and help you to see in the dark' and that 'you have to do exercises'. Jugs and cups kept on low level shelves allow children to independently access water throughout the day. Children tell staff that 'I am thirsty now' and help themselves to a drink.

Children are extremely well nourished. High regard is given to ensuring that staff endorse healthy eating and children benefit from a wide range of freshly prepared, wholesome and nutritionally balanced diet, which is essential for their healthy growth and development. The nursery cook is passionate about food ensures that children receive food that is organic, free from additives and is natural, to promote good nutritional standards for all children, catering for intolerances and to avoid allergies. Children's specific dietary needs are met very well, taking into account parents wishes. Mealtimes offer a relaxed environment and is used effectively to maximise social interaction between children and staff, who also sit and eat with children. Children eat at their own pace and thoroughly enjoy their food with comments, such as 'it's lovely', 'it's my favourite' and 'yum'.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The nursery provides a friendly and child-centred environment where adults and children are warmly welcomed into the setting. The décor is bright and airy. Colourful and attractive displays of children's work is displayed around the nursery which gives them a sense of ownership and belonging. Toys and play equipment is of good quality, developmentally appropriate and is generally set out on low level tables and shelving for children to self-select and make choices about their learning and play.

Children learn to keep themselves safe as staff point out potential dangers, such as reminding children not to run indoors. As a result, children understand that there are certain things that are dangerous and that they will get hurt. Suitable staff deployment and their understanding of safety ensure that they take positive steps to promote safety and keep children safe. Arrival and departure policies and procedures are appropriate and ensure that children are only released into the care of a named adult. The premises are secure and an intercom system and visitor's records make sure that entrance to the nursery is closely monitored.

Emergency evacuation procedures meet requirements and these are practised periodically with children to promote their knowledge of fire safety. As a result, children explain that when the fire alarm ring which is a 'very noisy one' it means that it is 'a practice so you know what to do if there's a fire'. They are very clear that 'you have to walk very fast and go out of the nursery'.

Children are protected because staff have a sound knowledge and understanding of child protection issues. They understand their roles and responsibilities to safeguard children's welfare. An appropriate safeguarding policy means that staff recognise that the protection of children is paramount. Supporting documentation, such as existing records are maintained, however, there are no systems in place to record significant issues and incidents relating to physical restraint.

Helping children achieve well and enjoy what they do

The provision is good.

Staff recognise that children need to feel safe and happy as they help children to feel secure and comfortable and benefit from the activities and routines which means that children develop increasing confidence and self-esteem. The settings settling in procedure works well and staff work flexibly with parents to ensure that their children become familiar with the nursery environment as they gradually settle in. As a result, children are extremely well settled due to the effective procedures and effective communication with parents. Children are keen to discuss why they enjoy coming to the setting because 'I just do' and that 'I have got two friends'.

Children are happy and settled in the nursery as they move freely within the available space. Babies explore every day objects and equipment using their senses as they investigate wooden and metal objects. They enjoy looking at their reflection in a metal dish and use a colander to put on their heads. Staff provide an interesting range and stimulating balance of activities allowing children time to be active and to relax. Younger children benefit from individual routines that are consistent with parents wishes and staff offer children lots of attention and cuddles and good levels of interaction means that children's sense of well-being is increased.

Children are extremely confident in making choices and decisions about their play as they explore and investigate. They experiment with colour and they explain that they are making a

'yucky picture with dark paints'. They choose coloured sand of their choice and glitter for collage. They know that mixing colours 'makes different colours'. Younger children enjoy story time as a whole group. They listen with enjoyment and demonstrate good concentration skills. Children ask questions and predict what is happening in the story, such as what the tapping noise could be. They show a keen interest in IT equipment belonging to the inspector and explore the buttons. They explain how 'daddy has got one' pointing to the computer. They are pleased with themselves when they see letters on the screen, 'I do that' as they tell other children about their achievements.

Nursery Education.

The quality of teaching and learning is satisfactory. Staff have a sound understanding of the stepping stones and early learning goals and a sound understanding of how children learn and use this when presenting them with experiences and information. Teaching is generally appropriate for all groups of children and staff use a range of teaching methods to provide positive experiences for children and staff provide sufficient challenges for older more able children. Open ended questioning allows children to think, communicate and offer their views and ideas and most children respond well to challenges. All staff participate in the planning of activities, which is appropriate and long and short term plans broadly cover the six areas of learning. Monitoring processes are generally good and children's assessment records contain information about their activities, achievements and progress. Information however, gained from them is not used effectively to help move children to the next stage in their learning and records do not give a clear picture of children's progress.

Children are familiar with the setting and form good relationships with staff and other children. They are confident enough to try new activities and speak in a familiar group with their peers. Children sit quietly when appropriate, such as when listening to a story. Children are presented with good opportunities to talk about life outside nursery and within their homes. Staff initiate a discussion after story time about methods of travelling. This offers children opportunities to contribute their ideas, knowledge and experience as they explain how and where they have travelled. Children talk about how they have been on a plane to America and will be going to Australia. Children work well together as a whole group as they take turns, share and work together harmoniously. Children show increasing independence when carrying out activities and say 'I'll do it'.

Children have good opportunities to make marks and develop their writing skills through the mark making area using a range of media, such as blackboards, paper, crayons and chalks. Children enjoy listening at story time in small groups and show an interest in print and illustrations. Staff enhance children's knowledge of books by asking them about the person who writes books. Children know that the writer of the book is an author and that the pictures are made by an illustrator. They also talk about the summary at the back as 'blurb'. Children are encouraged to predict how the story will end and staff promote children's language and imagination through asking effective questions, such as how big is an elephant? and what do you think happens?

Children participate in self registration which helps them to learn about the alphabet and recognise the letters in their names. More able children recognise all the letters in their name and can distinguish between capital and small letters. They hold pencils correctly and attempt to write their name, of which some letters are correctly formed. Children's literacy is extended in the outdoor area as they take paper, felt tip pens, chalks and crayons in the outdoor play area where they do rubbings and draw pictures on the ground. Children draw, paint and give

meaning to marks as they make pictures and point out 'this is a balloon'. Children learn about colour through games as they throw a dice and have to collect the same colour counter.

Children show a suitable interest in numbers and counting. They are able to count some numbers in the correct order and recognise some numbers of personal significance, such as their age. They use number language spontaneously within their play as they talk about their age and the date of their birthday. They also learn about the date and year through the morning routine of completing the weather chart. Children correctly know the year as 2008 and say the date is the 18th. Children write down their age and talk about the numbers that they can write.

Children investigate commercial construction materials to build, connect and balance, they talk about what they are making, 'I'm making a tower, to go on the horse'. Children are proud of their achievements and show adults the end product and play with it in other areas of play, such as the home area. Children show an interest in technology and use a camera to take photographs of each other, however, there are limited opportunities for children to use information and communication and technology, including programmable toys to support their learning. Children notice patterns and recognise stripes as staff ask them that if they have stripes they can go to wash their hands.

Children have good opportunities to listen to various types of music from children's nursery rhymes to classical and music from other countries. Children recognise and differentiate colours as they talk about what colour reflectors they want to go on their coats. They are very clear about what colours they like as children say that they don't want a pink cup. Children pat, mould and shape play dough to make jammy stars and brownies. They use number skills to count how many they have made altogether. Older children can confidently count to 10 and most children recognise numbers and can count to five confidently. Children thoroughly enjoy role play as they make tea and use writing as a means of recording to make lists as they take food orders. Other children use their physical skills to flip pancakes in a pan with expertise.

Helping children make a positive contribution

The provision is good.

Staff actively promote equality of opportunity to ensure that children's potential is recognised and promoted. They provide a supportive environment in which the contributions of all children are valued and their difference and individuality is welcomed and celebrated. Children broaden their experiences by listening to music from around the world. Children enjoy mutually respectful relationships with staff and each other, as staff encourage them to play together harmoniously, share and co-operate with each other. Staff recognise that there are children with learning difficulties and are proactive in providing appropriate care and support for children and parents, and adapting activities to promote an inclusive provision for all children.

Children develop knowledge about the differences and similarities and the wider world through the promotion of festivals, handling a range of cultural items and continuous play provision. Children have recently celebrated Chinese New Year and made lanterns. They develop their tastes by sampling foods from around the world, for example, to promote Chinese New Year they had a special dinner of stir fry, noodles, rice and lychees for snack. Children are able to rest and have tranquil moments as they sit in the book corner or in the igloo to read a book on their own.

Strategies used to manage children's behaviour are consistent and take into account children's level of understanding and maturity. Sensitive explanations and gentle reminders help children

to understand what is expected of them. Staff promote an atmosphere of acceptance and encourage children to respect the feelings of others and have caring attitudes. An example of this was seen when a child was encouraged to apologise and give cuddles to those who are upset. This positive approach to behaviour management establishes clear and realistic boundaries and in return children are consistently well behaved and well mannered. The provision fosters children's spiritual, moral, social and cultural development.

Partnerships with parents and carers is good. The nursery offer a quality service for children and families and ensure that staff work with parents to meet the individual needs of children, which they clearly regard as paramount. A welcome pack provides parents with good quality information about the setting, their policies, routines and activities and how these help children to learn. The setting works effectively with parents of pre school children to support their learning. Parents have a strong and supportive partnership with staff who seek and respect parent's contributions and views through regular questionnaires. As a result, parents value the service, which is reflected in comments, such as 'the level of care is excellent and staff really care about the children' and 'my child loves going to nursery and is coming on in leaps and bounds'.

Parents are actively involved in their child's learning in meaningful ways. They are kept informed of the themes and topics of the nursery through regular newsletters, planning documents and organised days where they can come in and join in with planned activities. Regular parents' evenings and daily discussions ensure that parents are kept informed of their child's achievements, progress and well-being and are able to share what they know about their child.

Organisation

The organisation is satisfactory.

Children's needs are met through suitable organisation. Indoor and outdoor space is used appropriately to provide play and learning opportunities for all children. Staff work well together and their time spent with children and deployment contributes towards children's enjoyment, achievement and their ability to take an active part in the setting. Recruitment and vetting procedures are in place and contribute to children being protected and cared for by staff with knowledge and understanding of child development. A positive induction programme for all staff ensures that they are familiar with the setting's policies, health and safety procedures.

Policies and procedures are of a satisfactory standard, these are organised and readily available for inspection. Staff have an appropriate understanding of the settings policies and procedures which generally work well in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. All policies and procedures are shared with parents and an action plan in place to review and improve policies and procedures.

Leadership and management is satisfactory. Leadership and management are competent and the manager has clear and appropriate aims for children's care and education. She has a clear sense of purpose and a commitment to continual improvement as the setting is constantly seeking ways in which to improve the service and is currently undergoing a quality assurance scheme through the local authority. Staff meetings and appraisals are conducted regularly to monitor staff performance and to ensure that the educational provision is good and that children make good progress overall. Staff have access to training through the local authority and training needs and professional development issues are agreed as part of the appraisal programme. Staff are generally clear about their roles and responsibilities and work well together as a team. They have a good knowledge and understanding of child development and a positive

regard for the well-being of all children. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last Inspection the setting was asked to consider the way in which planning of activities for the baby room is linked to areas of development. To develop a system that ensures all areas of the curriculum are covered in the planning for the pre school room and that the learning objectives are linked to the stepping stones. The setting has taken on board these recommendations and planning of activities in the baby room is linked to areas of development. Planning in the pre school room now outlines the learning objectives in relation to the stepping stones to ensure that children are offered a balanced range of play experiences covering the six areas of learning, to support their all round development.

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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On the basis of the evidence collected on this inspection:

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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):

- develop accident records to show the exact location of injury sustained
- devise systems to record incident relating to physical restraint and existing injuries records.

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 children's assessment records to ensure that information gained from them is used to help move children to the next stage in their learning and records give a clear picture of children's progress
- extend opportunities for children to use information and communication and technology, including programmable toys to support their learning.

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