

# Lighthouse Children's Centre

Inspection report for early years provision

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**Unique reference number**

EY380348

**Inspection date**

04/02/2009

**Inspector**

Ann Winifred Harrison

**Setting address**

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**Type of setting**

Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

The Lighthouse Children's Centre opened in 2008. It operates from a converted building in Willenhall, Walsall on the site of Beacon Primary School. All areas of the building are easily accessible. The centre serves the local community and surrounding areas. The centre offers a nursery, wrap around care for children attending local nurseries, a crèche facility, an out of school club and a holiday play scheme. The centre is open five days a week throughout the year with the exception of a week at Christmas and bank holidays. The nursery is open from 09.00 until 15.30 during term time. Children have access to a secure enclosed outdoor play area.

A maximum of 27 children aged two years to under five years may attend the nursery at any one time. The crèche provides care for a maximum of 12 children under five years at any one time. There are currently 14 children on roll, who attend on a part-time basis. The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The setting has systems in place to support children with learning difficulties and/or disabilities. The setting employs five members of staff, who all hold appropriate Early Years or teaching qualifications. The setting works closely with the Local Authority and other professionals.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The majority of records, policies and procedures support children's welfare, care and safety and help to ensure individual needs are met. Children are very settled, enjoy their time in the setting and are making satisfactory progress in their learning and development. The setting creates a welcoming and inclusive environment in which all children benefit from the interesting range of indoor and outdoor activities. The setting have started to self-evaluate their working practice and are developing their understanding the delivery of the Early Years Foundation Stage. They work closely with parents to ensure children's on-going care is promoted effectively.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further systematic observations and assessments and use these to identify learning priorities for each child
- develop further the system of planning to provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals.

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain information about who has legal contact with 23/02/2009

the child and who has parental responsibility.(Safeguarding and Welfare)

## **The leadership and management of the early years provision**

The setting has some systems in place to evaluate their practice and identify strengths and potential areas for improvement. The management and staff have aims and objectives in relation to what they need to do to develop the quality of the service so that outcomes for children are effectively promoted. For example, they have devised an action plan which includes plans to further develop the outdoor area. Parents and children are involved in the evaluation of the setting through discussion and questionnaires. This means that staff value their opinions and try to implement any suggestions made. The staff are proactive in accessing training to help them to continually improve their knowledge and skills and improve practice.

Children are safeguarded effectively because the setting has good systems in place for security and safety. The setting has coded door locks to prevent children leaving and visitors gaining unannounced access. Detailed written risk assessments cover all areas that children come in contact with and all of the outings they may go on. Daily visual safety checks are completed to ensure that children are cared for in a safe environment. Toys and equipment are checked frequently to ensure safety and cleanliness. A safeguarding procedure is in place and the staff ensure that they are up to date with current local safeguarding procedures so that they can ensure that any concerns about the children in their care can be addressed promptly.

Staff establish effective relationships with parents and value their contributions. They provide parents with detailed information about the general care and welfare arrangements. They are given information on the Early Years Foundation Stage and how they can help children learn at home through discussion and regular newsletters. Photographs and notice boards keep them informed of current topics and what their children have been doing during the session. Staff discuss individual needs with parents on entry and parents are informed of their child's progress through regular consultation with staff. Most of the necessary documents are in place, however, staff do not record who has parental responsibility for the children and who can have legal contact with each child. This means documentation is not complete to ensure children's individual needs are met. The setting works collaboratively with other professionals and other settings to ensure equality of opportunity and continuity of care.

## **The quality and standards of the early years provision**

Children's health is promoted well, they are provided with healthy snacks, meals and regular opportunities to take part in physical play activities. Staff talk to children about healthy living and children are encouraged to try healthy food as they prepare their own snacks. For example, they make animal face sandwiches

with salad. Children are cared for in a clean environment and staff encourage good hygiene routines. For example, children wash their hands before eating and staff explain to them why they need to keep their hands clean and free from germs. This helps to prevent the spread of infection. Children are beginning to learn about safety through routines and discussion with staff, such as not running in the playroom and taking care not to slip in the snow.

Children are content and happy in the setting. Staff are caring and interact well with children and parents. New children are sensitively settled into the setting and parents are kept well informed of how they have been whilst they are away. Children enjoy singing songs and listening to stories, which helps to develop their communication skills. For example, they listen to a story about owls and talk about how owls are nocturnal. They build snow owls in the playground and are beginning to use mathematical language as they compare small, medium and large owls. They are learning to count in everyday situations such as, counting the place mats at lunch time and use their problem solving skills to work out how many they need for the number of children present. Children are learning about the wider world as they celebrate festivals such as Chinese New Year and various festivals of light. They discuss peoples differences and similarities as they look at posters and use resources that reflect positive images of diversity. Children see their work displayed in their 'Art gallery' which shows their efforts are valued. The setting have a good range and variety of resources, and children are able to self-select and initiate their own play. Children behave well and are learning how to share and staff have a good understanding of how to manage any unwanted behaviour.

All children are provided with opportunities to help them make progress across all areas of learning and development. Staff plan a flexible programme of activities and take children's interests into account. They use good questioning skills to consolidate children's learning and prompt creative thinking. For example, they ask children what happens when they mix white paint with a darker colour. Children experiment with the colours and create their own patterns as they flick paint onto snow and watch it change colour. However, the planning is not fully effective as it is not linked to children's next steps in learning and observations are not evaluated well to plan for individual learning. As a result, their learning and development is potentially restricted.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

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 requirements of the Early Years Register.

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.