

Action for Children Sure Start South West Burnley Children's Centre

Inspection report for early years provision

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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 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

Action for Children Crèche South West Burnley is one of many settings run by Action for Children across the country. It opened in 2007 and operates from the ground floor of a purpose-built building. The premises are accessible to disabled people and there is an induction loop for hearing impaired people in some areas. Children have access to a large playroom, an enclosed outdoor play area and sensory room. The crèche is situated in a Sure Start Children's Centre close to the centre of Burnley, Lancashire. It opens on various weekdays depending upon needs of parents using the centre. The crèche is registered on the Early Years Register and also on the compulsory and voluntary parts of the Childcare Register. The crèche offers support to children with learning disabilities and has some links to children's centres, nursery and schools.

A maximum of 26 children may attend the crèche at any one time. There are currently 19 children aged from birth to under five years on roll. There are six members of staff all of whom hold appropriate early years qualifications to at least National Vocational Qualification at Level 3.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. A clear knowledge of each child's individual needs ensures that staff promote all aspects of children's welfare and learning with success. Children are secure and safe secure at all times and enjoy outdoor play, learning about their local area and developing an understanding of the world around them. A key strength is effective team work by a committed and well trained workforce who develop strong links with parents to promote children's needs and ensure children get any additional support they need. This means that children make good progress, given their age, ability and starting points. Regular self-evaluation by the manager and staff team ensures that any priorities for future development are promptly identified and acted on, resulting in a service that is responsive to the needs of all of its users.

What steps need to be taken to improve provision further?

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

- continue to develop links with other early years practitioners
- ensure next steps for individual children's learning are fully recorded on their records and formalise systems to record children's abilities as they begin at the setting.

The leadership and management of the early years provision

Children are well protected because management and staff have a clear understanding of their roles and responsibilities in safeguarding children procedures. Robust recruitment, selection and induction systems further contribute to keeping children safe. Highly qualified adults work very well together and share a common sense of purpose in their professional approach to childcare and development. Self-evaluation takes into account the views of children, parents and carers, identifying areas to be developed and particular strengths. Recent ongoing improvements, such as re-developing the outdoor area and purchasing more equipment, ensures children have access to a wider range of facilities. The setting runs very smoothly on a day-to-day basis with resources being to effectively used to improve outcomes for children. Vetting procedures for all adults who work with children are very robust and the organisation has a strong commitment to improving staff's knowledge through training. Highly comprehensive documentation is available for parents and confidential data is securely stored.

Detailed local knowledge of the catchment community ensures services and support can be adapted to suit particular needs. Children are learning about people in the wider world as they have access to a broad range of activities and resources which promote diversity. Inclusive practice is highly developed with systems, such as translation services, and contact with the area special educational needs co-ordinator. Strong organisational practices, such as regular planning and evaluation, promotes effective working and promotes the outcomes for children. Information for parents is in various attractive formats and reflects the needs of local people. Purposeful links with other agencies, such as health visitors, local authority and Sure Start, help to address the individual needs of the children.

The quality and standards of the early years provision

Children are making good progress in the Early Years Foundation Stage because the staff have a clear understanding of the learning and welfare requirements. Children are happy and settled in the crèche as the staff understand their individual needs and plan creative activities to help the children make purposeful development. Children have a wealth of opportunities to enjoy and achieve as there is an extensive range of accessible, safe toys and play resources which offer appropriate, high levels of challenge to children's ages and stages of development. Children are encouraged to select their own resources and this increases their self-esteem and confidence.

Children are developing a good understanding of the use of computers and other programmable toys as they explain to adults the different functions of the computer, how to use the mouse and to change the discs. Many of the activities are initiated or suggested by the children; for example, using plastic toy eggs and spoons, a race around the garden is organised by children who encourage adults to join in and run faster. Children are expanding abilities and becoming more competent in a wide variety of skills, such as using play dough, growing seeds and

using multicultural dressing up clothes in role play. An attractive, well stocked book area provides a quiet space for children to sit and handle books, cultivating an interest in the written word with sensitive assistance from members of staff. Individual records of children's progress are made but they do not show the next steps for learning in all cases and although some of the next steps are noted in the broader plans, it is difficult to track an individual child's progress.

All children are welcomed into the setting by staff who are aware that some children have specific needs. Effective links are made with relevant agencies, such as health visitors and speech and language professionals, to ensure that children have suitable levels of support to ensure they reach their full potential. Although strong links have been established with the children's centre and adjacent school, connections are not yet fully in place with other early years settings.

Children are kept safe because a wide range of comprehensive policies and procedures are in place and actively implemented by knowledgeable staff. Continuity of staff and the use of a key person system ensures children's needs and preferences are well understood by a regular member of staff during crèche sessions. Babies' care is enhanced as staff are sensitive to their requirements and provide good quality equipment and toys. The premises are very welcoming and child-friendly with positive design features incorporated to support children's learning and wellbeing. The outdoor area is particularly well resourced and imaginatively laid out, with children's learning creatively planned for. Children enjoy outdoor play and the provision of waterproof coats, shoes and footwear ensures children can access fresh air and exercise in most weathers.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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?	2
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

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met