

Langwith Junction Children's Centre

Inspection report for early years provision

Unique reference number EY313498
Inspection date 06/05/2009
Inspector Michael Miller

Setting address Burlington Avenue, Langwith Junction, Mansfield,
Nottinghamshire, NG20 9AD
Telephone number 01623 742795
Email info@stubbinwood.derbyshire.sch.uk
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

Langwith Junction Children's Centre opened in 2006. It operates from two rooms within a renovated building at Stubbin Wood School, Langwith Junction, near Mansfield, in the Bolsover district of Derbyshire. It is situated in a residential area and families within the surrounding area use the services. The Children's Centre is run and organised by a team of two managers. A maximum of 24 children may attend the setting at any one time. There are 65 children on roll, between the ages of two and five, who attend various sessions throughout the week. The setting welcomes children with learning difficulties and/or disabilities, and those for whom English is an additional language. There is good access and facilities for adults and children with mobility difficulties and/or disabilities.

The Centre is on the compulsory and voluntary parts of the Childcare register, as well as the Early Years Register. However, there are no older children on roll and no current plans to provide for children older than five years of age.

The Centre forms part of the integrated care and education service provided by the adjacent Stubbin Wood School and Brookfield Primary School. The head teachers of these schools are Directors of the Centre. Education is provided for nursery funded children, parent toddler groups, Sure Start Umbrella groups, and wraparound care. Other health/education and business groups are all incorporated within the centre's services. The overall manager for these services is based at Whaley Thorns Children's Centre.

The Langwith Junction Children's Centre is open each weekday from 08.00 to 18.00, 48 weeks of the year closing for one week over Christmas and all Bank Holidays. In addition to the main rooms, children have access to a range of other facilities within the adjacent nursery and have their own enclosed outdoor play area. The Children's Centre employs six staff. All of the staff, including the managers hold appropriate early years qualifications. The setting receives support from the local authority.

Overall effectiveness of the early years provision

The quality of provision is good in all aspects. Staff, managers and directors work together effectively to ensure the well-being and progress of the children in their care. The Centre is good at ensuring all children, regardless of background or ability, are treated fairly and included in the life of the setting. Working relationships with parents/carers are good. Staff have a secure understanding of the principles of the Early Years Foundation Stage, which enables them to provide effectively for the children's learning. There is good commitment to thoughtful and robust self-evaluation. Consequently, the setting has ensured good progress and continuous improvement since the previous inspection.

What steps need to be taken to improve provision further?

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

- provide a covered area to enhance the Centre's outdoor provision further and enable its use in all weathers.

The leadership and management of the early years provision

The Centre is managed well. Children's learning, together with their welfare, health and happiness are promoted successfully through good leadership. The approach to safeguarding is good. The Centre maintains a comprehensive 'Operations File' which includes not only the full range of required policies, but also clear guidance for staff. Records are maintained well, and risk assessment and awareness embedded securely in daily practice. Staff are all well-qualified and vetted properly. They are vigilant in supervising children to ensure they remain safe. The setting has clear policies and procedures in place to protect children and the manager responsible for child protection is properly qualified.

There are good systems for sharing information with parents/carers. Those spoken with commented very positively about the ways staff kept them informed about their children's progress and development. The managers appreciate the importance of links with parents/carers. They are planning to do even more in the future to extend further their work in this area. This is a good example of the setting's commitment and success in relation to continuous improvement. Good links with partner schools and the local authority are supporting the managers well in establishing clear priorities for further improvement. As a result, the system for self-evaluation is robust and accurate.

Good recruitment has ensured individual staff contribute a range of increasingly valuable expertise to the Centre's work. The staff know the children well. Working relationships between children and staff are warm, trusting and productive in terms of the children's development. A particular strength is to be seen in the way staff maintain a continuous dialogue with children. This not only encourages the children's speaking, listening and language development but also promotes good social interaction. This enables children to communicate with confidence. Parents/carers commented specifically about the ways their children talked enthusiastically about their time and experiences at the Centre. Links are enhanced further by regular newsletters informing parents/carers about the setting's activities. Daily and weekly planning is displayed clearly on a general information board. Parents/carers have daily opportunity to meet with staff and key workers to discuss any matters concerning their children.

The quality and standards of the early years provision

Children make good progress in their development towards achieving the early learning goals. This is because of the wide range of practical, creative, imaginative and enjoyable experiences provided for them throughout the day. A well-planned mixture of routines and flexible approaches, in response to children's needs and interests, enables children to make good use of their time and the range of

resources available. Resources and accommodation are good overall, and have improved since the previous inspection. Children and staff are making good and imaginative use of the resources provided. A group of children were thoroughly enjoying playing with simple models of 'Incy Wincy Spider', and exploring spider habitats whilst singing 'Little Miss Muffet'. This was contributing effectively to their knowledge and understanding of the world as well as their creative and social development. The outside play area has been recently enhanced creatively by safe surfacing and a good range of markings to encourage imaginative play. However, there is no covered outside area to enable its use in all weathers. This restricts its potential use. The Centre is now looking for additional funding to resolve this issue by September 2009.

The quality of provision is enhanced further by good planning, which includes not only activities clearly related to the early learning goals, but also a range of key questions to ask of the children. Consequently, staff are not only carefully prepared for the day's work but are also well-equipped to challenge the children. Staff are good at questioning children and enabling them to explain and explore what they are doing. A good example of this was seen during snack time when the adult was asking questions to check the children's understanding of the healthy nature of the food provided. The setting takes care to ensure healthy food options are offered, and which the children clearly enjoy. Managers are working actively with parents who provide packed lunches to encourage the provision of increasingly healthy options. Staff promote good hygiene practices, and interesting visual trails are provided to ensure, for example, that children know to flush the toilet and wash their hands properly.

Staff are good at observing children and recording their progress. Consequently, record files are detailed and relate well to the early learning goals. These records follow the children when they join the nursery school and a common approach to record keeping ensures good continuity of information. At the end of each session the children are all brought together to talk about what they have learnt and achieved. Children are rewarded with stickers by staff for the achievements noted and recorded during the session. Social interaction is then fostered by singing, and an appreciation of literature through reading books. Children enjoy asking questions about the picture books provided. Overall, children are active, interested, curious and developing well as independent learners.

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

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

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