

Crossley Mill Children's Centre

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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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*.

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Description of the setting

Crossley Mill Children's Centre opened in its present premises in January 1998. It is managed by the Hebden Bridge Nursery Action Group Limited (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.

The children's centre is registered to care for 46 children on the Early Years Register. The nursery is open each weekday from 7.30am to 6pm throughout the year. There are currently 75 children on roll on a full- and part-time basis, of whom 10 children receive funding for early education. Children attend from the local community and surrounding areas. They attend for a variety of sessions. The setting has systems in place to support children with varying needs.

The nursery employs 20 staff, including the cook, kitchen assistant, two cleaners and administrator. The majority of childcare staff hold an appropriate early years qualification. This includes eight staff holding a level 3 qualification in childcare and five staff holding a level 2 qualification in childcare. One staff member is working towards a level 2 qualification. The setting receives support from the local authority and has retained the Investors in People award. The setting is quality assured with the scheme Steps to Quality.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The Early Years Foundation Stage is promoted effectively, taking account of children's individual needs and interests to support their well-being and learning. Children with varying abilities are included well in activities that help them make good progress with their learning overall. Partnership working with parents and other organisations is strong in many aspects, supporting children's development. Consistent reviews of practice identify clear priorities for improvement, ensuring outcomes for children develop positively.

What steps need to be taken to improve provision further?

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

- extend partnerships with other settings that children also attend to complement their individual learning priorities
- further develop children's use of information and communication technology to extend their learning
- extend parents' involvement in the evaluation of the provision process.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded. This is demonstrated through clear systems that ensure appropriate checks are carried out on all staff. The manager and staff understand what to do should a child protection issue arise, and there are written safeguarding procedures in place to support staff and to share with parents. Risk assessments are robust to enable children to explore the environment indoors and outdoors and stay safe. Systems in place to support children's learning progress and well-being work well overall to support children. For example, the provision operates an effective key worker system. Staff demonstrate a good knowledge of the children overall, to support their individual needs. The space and resources are interestingly arranged through out the setting to help children become independent and enjoy their learning. Equality and diversity are effectively supported within the setting, demonstrated by positive images and varying languages displayed to embrace the differences in people. Staff also work well in partnerships with other organisations to support families with varying needs. Firm links are established with provisions where children also currently attend to promote children's welfare and transition to other settings. However, the evidence available to demonstrate how information is shared to support and complement children's individual learning priorities is not fully developed.

The monitoring and evaluation systems are good overall in promoting children's learning progress and supporting children's welfare. Staff are included in evaluations through meetings to help move the provision forward positively. This effectively impacts on the setting's ability to promote continuous improvement for children. The manager is relatively new to her post but has taken on board issues raised from the last inspection in conjunction with the staff. For example, planning and assessment information available is used effectively to help support children's individual learning priorities and support their progression. Accident and incident recording is more detailed, supporting children's health and safety. There are some positive changes with regard to children's use of programmable toys and use of resources that require problem solving to operate. However, the use of equipment to support information and communication technology is not yet fully maximised. The provision has continued to support staff training, such as first aid and training to help staff implement the Early Years Foundation Stage. In addition, the provision has worked hard to receive quality assurance with the scheme Steps to Quality. New equipment, such as robust and child-friendly tables and chairs, has been introduced. The low-level feeding chairs, rather than high chairs, ensure younger children can be included more with other children at mealtimes, supporting children's emotional well-being. In addition, the provision continues to make plans for the future, such as developing the outdoor area to make it more inclusive.

There are good relationships with parents. For example, regular information is shared verbally and in written form. A parents' pack is available and there is a good range of policies and procedures available to support the operation of the provision. In addition, the children's learning and development records are available to discuss and parents are encouraged to make written comments to

support their child's development. This information contributes to the individualised learning plans, promoting children's development. However, parents are not yet fully involved in the evaluation of the provision process to further extend children's learning progress.

The quality and standards of the early years provision and outcomes for children

Children and babies enjoy themselves in this environment because staff organise the environment effectively to enable them to have choice regarding what resources to use. Children progress well towards the early learning goals overall. For example, they are excited as they experiment with green and red paint. They feel it in their hands, learning through their senses as they do so. Babies' very early reading skills are encouraged effectively, through handling books and signs that are displayed at a low level, and staff talk about the pictures and read stories. Babies are becoming independent as they make good attempts at feeding themselves. They are helped to move around the environment and to stand and walk as appropriate. More-able children choose to make marks from resources that are readily available, and they recognise some letters. Staff help children repeat the letter and introduce an appropriate rhyme to link the letter sound. Children operate equipment, such as cameras and tape recorders. They can use battery operated toys and resources that require fine physical skills to twist and press to operate. However, children do not have access to equipment such as a computer to extend their understanding regarding information and communication technology and further extend their skills for the future.

Children's self-esteem is promoted well through praise and encouragement through daily routines and events. Children make their own portraits, which are displayed next to their photograph. This activity is designed to help children feel valued and included when they move rooms. Children behave well in the setting and they are learning to keep themselves safe effectively. For example, they move around appropriately and use resources respectfully. They respond appropriately to requests, such as to sit on the carpet. Children discuss the importance of safety on the journey down stairs and why it is important, and there is a written procedure to support this regular routine. They are also learning the importance of fire safety evacuation through practice.

Children and babies are starting to develop a good understanding regarding the concepts of full and empty as they fill and empty different-sized containers in the sand and water. Pictures and words displayed prominently, such as a full cup, half a cup and an empty cup are referred to support children's understanding effectively. Children are encouraged to make healthy choices regarding food. For example, they enjoy choosing from a range of fruits for their snack, such as apple, orange, banana and peach in the morning and from courgette, cucumber, carrot and pepper in the afternoon. They talk about how these foods keep them healthy. They use comparison as they discuss the different textures of the skin. They use words such as rough and smooth and bigger and smaller. Children eat healthy vegetarian meals, such as vegetarian mince shepherd's pie, with broccoli and sweet corn. They drink water or milk. Children develop physical skills well outdoors

whilst receiving fresh air and exercise. They can push and pull equipment, learn to pedal and control sit and ride on toys. Children also use equipment such as sand play outdoors. They have opportunities to be appropriately challenged climbing and balancing on the tyres.

The planning and observation and assessment arrangements in place work effectively overall to support children and help them develop further. Children's individual interests are incorporated into planning, which supports their learning. For example, a recent interest in Santa's sleigh instigated making a sleigh using different textures of materials to develop children's creativity. Language is a main focus to develop thinking skills and children's understanding of what a sleigh is. Babies observed experimenting with mark-making materials show progress by starting to ascribe meaning to marks, by giving them a name. Children who find it difficult to grasp objects, such as pencils, are helped to develop their skills by having the opportunity to use a piece of equipment designed to fit on to the pencil, to help with fine motor skills. This also results in development in mark-making skills.

Children are cared for in an environment that supports diversity. The individuality in people is portrayed positively throughout the provision through posters and books depicting positive images of varying cultures and disability. Children who have knowledge of other languages as well as English are supported through dual language text being displayed. This also helps all the children learn to value diversity. Children are also developing an understanding of the wider world and communities well through events, such as visits to a local school.

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

The overall effectiveness of the early years provision

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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| How effectively is the Early Years Foundation Stage led and managed? | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

| | |
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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 2 |
| The extent to which children develop skills for the future | 2 |

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