

First Class Child Care Centre

Inspection report for early years provision

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Inspector

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Setting address

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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*.

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.

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Description of the setting

Dill Hall Nursery is part of the First Class Child Care group. It is situated in Church, Accrington in Lancashire. The nursery is registered for a maximum of 55 children under eight years on the Early Years Register and Compulsory part of the Childcare Register.

There are currently 89 children on roll. The nursery offers places to children in receipt of funding for nursery education. Children with English as an additional language are welcomed and supported. There is an after school club facility for children from five years up to eight years and during school holidays. The nursery is open throughout the year apart from Bank Holidays and Christmas. Opening times are Monday to Friday from 7.30am to 6pm with a choice of full and part-time places.

Children are grouped in various base areas according to their ages and stages of development. There are bathroom and changing facilities adjacent to the base areas and children can access outdoor grounds. There is office and reception space, a kitchen, utility area and staff facilities. There are 13 staff working directly with children and this includes the manager, deputy manager and senior nursery staff. Two support staff take responsibility for cooking and building maintenance. There are 10 staff with early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a warm, welcoming, safe and stimulating environment. Staff recognise children's individual needs and involve them in all aspects of the facilities and activities. Staff support children's ongoing progress and development through the provision of a variety of interesting play experiences and activities. There are excellent partnerships established with parents and carers, with good links to other providers and professionals to meet children's welfare and development needs. The system for evaluating the quality of the provision is effective and challenging plans for the future strive to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- further develop the self-evaluation process to involve all staff, children and parents in improving outcomes for the provision.

The effectiveness of leadership and management of the early years provision

Children are protected and safeguarded by the effective procedures in place that ensure those working with children are safe to do so and understand their role and responsibility. The nursery's safeguarding policies and procedures are effectively implemented and staff know their role and duty in keeping children safe from harm. Staff and parents are provided with a set of policies and procedures for the safe and efficient management of the provision. Staff are suitably vetted and cleared to work with children and are experienced and qualified in aspects of learning and welfare of young children. Children's safety indoors and outside is effectively met through comprehensive risk assessments, health and safety practices and the provision of safe and suitable, furniture, equipment and toys. There is active involvement of all staff and management in team meetings to discuss and share their ideas. Partnerships with other professionals are evident, as staff link with the area's special educational needs coordinator and teachers at the local primary school. Transitional information is passed to schools as children move on.

The nursery continues to develop and improve the facility, since the last inspection all previous recommendations have been addressed. The deployment of resources is excellent; staff use resources and equipment creatively and imaginatively. They consider the layout of their rooms according to how children access and use the equipment. Children are grouped according to their ages and stages of development in separate units. All staff have designated areas of responsibility and are deployed effectively according to their experience and skills. The storage and accessibility of toys and equipment is effective and enables the children to plan and organise their games, activities and use of toys. The capacity for driving improvement through self-evaluation is well organised and clearly identifies key priorities and action plans. However, input from staff and parents to promote outcomes for the provision is limited.

Partnerships with parents are exemplary. Staff communicate with parents on a daily basis to share important information about children's routines and their development. The nursery adopts an open door policy, parents are welcomed into the nursery and encouraged to participate in their children's play and activities. Parents have access to a wealth of information about the organisation, through newsletters, open days, the website and parents meetings. There are notice boards, photographs and access to the policies and procedures. Parents are involved in children's learning journeys and liaise with key workers to discuss children's learning and development. Parents support the nursery with fundraising and sponsored events. A Christmas party is planned at an alternative venue for all the children and their families. Any parents with special jobs are invited in to talk to the children about their roles. Regular parents evenings are held to share children's progress and development with their key worker. Questionnaires are completed by parents each year and comments include 'lots of excellent facilities and equipment' 'staff have excellent ability to meet children's needs and staff really care'.

Children feel a sense of belonging as they play in the interesting and stimulating environment. All children have full access to the range of facilities and resources throughout the day. They are able to lead their own play and decide what they want to do. A very inclusive environment is evident that caters to all needs of the families on roll. Important information is shared with staff regarding children's medical needs, family lifestyles, cultural needs and their interests. The policies and procedures are inclusive and staff respond to the varying community languages when using labels and displaying pictures and posters. Children learn about differences and the wider world through the provision of toys, books and activities that show different languages, foods, people and places. Children learn about the importance of sharing and playing as part of a group and value each others contributions and efforts.

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

Staff have good knowledge of the learning and development requirements. They value and support children's learning through well planned activities and experiences, with access to a variety of resources for children to play with and become active learners. The planning of the learning environment is linked to the six areas of learning with continuous provision, the children play freely and spontaneously. Staff respond to the information provided by parents and plan for individual learning needs and interests. Each child is assigned a key person to be responsible for development and routine care practices. Children under two years have a daily diary sheet with all care needs recorded. Staff follow a weekly plan that targets individual learning and development needs. They record significant comments and every child has a learning story that shows what they do and how this links to aspects of the stepping stones and early learning goals. Future learning is identified with every term child assessed in their development against the Early Years Foundation Stage framework.

Children feel a sense of belonging as they display their own achievements and pictures on display boards. They are confident and secure with their key person and have positive relationships with them. Children develop their social skills in circle time and at lunch, when sitting and talking with staff and other children. They become independent as they help to tidy up toys and choose what they want to play with. Staff talk to children all the time and ask open ended questions to challenge children's thinking, enabling them to express themselves. Children begin to recognise their own names as they self-register, they see lots of labels on storage boxes and everyday objects and displays. Children have free access to writing and mark-making equipment throughout their play. They enjoy listening to stories and follow sequences of pictures and words. Children develop their fine motor skills as they cut with scissors, use tools and materials for a purpose, as they make collage tree decorations. They enjoy outdoor play and develop physical skills when climbing, riding, jumping and running. Children learn about shapes and measurements as they fit pegs into holes. They find out how things work; when using technology equipment, the computer, remote control toys and telephones.

Children count during number rhymes and use number language during everyday

routines. They learn to group, classify and sequence with matching games and number dominoes. Children become aware of the changes in themselves as they draw a self portrait from looking in the mirror. They feel textures and see differences in the play foods and the real foods they use in role-play. Children learn about their local community, as they invite visitors in to talk about different roles and are involved in cultural festivals, special occasions and food tasting. They learn about seasons, the weather, the days of the week and time through daily routines, circle time and news time. Children develop their creative and imaginative skills as they access the paint easel throughout the day; and mix colours of paint. They create their own Christmas collages with a variety of different mediums and materials. Children respond to what they feel, smell and hear with shaving foam, music, sand, play dough and the treasure baskets. They enjoy the exploratory area; feeling different pieces of material, discovering sounds of the musical instruments and using mirrors to identify their own features.

Staff are fully committed to good quality care, which actively promotes the children's knowledge and understanding of safety, healthy lifestyles and develops their skills for the future, which enables them to make a positive contribution. Children feel safe in the setting and understand issues relating to safety. They are confident and secure with routines and rhythms and are not exposed to dangers or hazards. They understand about the importance of wearing seat belts in the mini bus, staff talk about 'stranger danger' and holding hands when crossing roads. Children are encouraged to pick toys up off the floor, to avoid tripping or falling over them. Children know and understand how to lead a healthy lifestyle, as they access fresh air on a daily basis, exercise in the ball pool area and on wheeled toys, tunnels and slides. Children make a positive contribution, enjoy their learning, make choices, make friends and respect and tolerate each others differences. Children learn about expected behaviours and talk about kind hands and kind feet. Staff encourage children to stay calm. They reward positive behaviour with stickers and lots of praise, using positive language. Children learn about respect and valuing each other as they share, take turns and stay focused and interested in what they are doing.

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

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

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
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	1

The quality of the provision in the Early Years Foundation Stage

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

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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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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