

# First Class Childcare Centre Ltd

Inspection report for early years provision

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<b>Unique reference number</b>	309306
<b>Inspection date</b>	15/12/2009
<b>Inspector</b>	Wendy Fitton
<b>Setting address</b>	10 Cannon Street, Accrington, Lancashire, BB5 1NJ
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<b>Email</b>	
<b>Type of setting</b>	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

Cannon Street Nursery is part of the First Class Child Care group. It registered in 1992. It is situated in the centre of Accrington in Lancashire. The nursery is registered for a maximum of 63 children under eight years, on the Early Years Register and compulsory part of the Childcare Register.

There are currently 85 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. 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. Children can access outdoor grounds and a covered jungle area for physical activity. There is office and reception space, a kitchen, utility areas and staff facilities. There are 15 staff working directly with children, this includes the manager, deputy manager and senior nursery staff. Two support staff take responsibility for cooking and building maintenance. There are 14 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 and safe environment, where staff fully recognise children's needs and effectively promote inclusive practice. Staff promote children's ongoing progress and development through the Early Years Foundation Stage, by providing children with a variety of interesting play experiences and activities. There are positive partnerships established with parents, carers, other professionals and the early years teacher team. The system for the evaluation of the quality of the provision, to make challenging plans for the future, is effective and strives to maintain continuous improvement. However, the process for fully involving staff, children and parents, to improve the outcomes for the provision, is limited.

## 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
- review the policies, practices and deployment of resources for the organisation, in order to maintain procedures for cleaning, maintenance and assessment of the environment's toys, furniture and equipment.

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

Children are protected and safeguarded by the effective procedures in place. These ensure that 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. They 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 policies and procedures are in place. However, the policies and practices for the organisation and deployment of resources are not fully effective, in order to maintain procedures for cleaning, maintenance and assessment of the environment's toys, furniture and equipment.

There is active involvement of staff and management in team meetings, to discuss and share their ideas. The nursery continues to develop and improve the facility and since the last inspection all previous recommendations have been addressed. For example, more effective measures are in place to minimise the risk of spreading infection when older children access fresh drinking water. Children have improved opportunities to freely explore media and materials, recognising numbers and letters. Staff knowledge of the Foundation Stage has been developed, they ensure children's safety is enhanced within the sleep and outdoor area. The premises and environment are accessible to all families. Staff are employed to reflect the local community languages, in order to fully include everyone. Children are involved in festivals and celebrations from around the world, with access to lots of resources, books and posters to represent differences and the wider world. Individual care and learning plans are drawn up with the key worker and parents, as well as any other professionals who may be involved. The children's entry record sheet is detailed with all needs, forming part of the child's development profile.

There are effective partnerships with parents and two way communication has a positive impact on children's development and learning. Parents and children are welcomed and given a friendly greeting by staff. Parents are fully aware of the organisational policies and procedures, as they receive a welcome pack at their child's induction. The policies are accessible at all times at reception. Parents can access their child's development profile and staff are available to talk with parents according to their wishes. There are notices and information boards for parents to access. Children learn about positive relationships, the importance of friendships and the feelings of others. They independently help themselves to a selection of resources within the playrooms. Children feel safe in the nursery and are happy and settled to leave their parents. They have close relationships with their key worker. The effective induction and settling in process builds up children's confidence and security.

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

Staff have a good knowledge of the learning and development requirements. They support children's learning through well planned activities and experiences, with access to resources for children to play, explore and become active learners. The planning of the learning environment is linked to the six areas of learning and children play freely and spontaneously according to their interests. Staff respond to the information provided by parents and plan effectively for individual learning needs. A weekly plan is displayed, covering all the areas of continuous provision. Each key worker plans for their own children and this is noted on the weekly plan. The profiles hold 'all about me' information and their all round needs, likes, dislikes and interests. Each child has a learning story, which is usually from the planned focused activity. This story is evaluated against the areas of learning and then linked to the framework and early learning goals. There are clear identified next steps, which are evidenced at the next observation. The profiles are shared with parents, the key worker is responsible for this process at key worker weeks or parents evenings. Parents are able to contribute to the learning stories and become involved with their children's activities and progress.

Children are encouraged to be independent and self-select their resources, drinks and snacks. They put on their own coats, feed themselves and attend to their own personal needs. Children have a positive self-image, as they see their own photographs on their place mats and pictures around the areas of themselves during activities and outings. They respond to the routines and rhythms of the sessions and feel confident. Babies have close physical contact with their special key person throughout the day. Children are confident and secure, as they move freely around their environment and approach staff. They show control using tools and equipment when preparing a collage, with silver paper on the Christmas bells. Babies make sounds and use gestures to communicate and interact with each other. Children use vocabulary to share their experiences about people and places that are familiar to them. They can listen to and follow instructions to complete a task and enjoy rhymes and stories. Children make marks with various tools and materials with paint, pens, chalks and crayons. They use tools and materials for a particular purpose when mixing the bun mixture with spoons and forks.

Children use their bodies to exercise when using large physical play equipment. They develop their physical skills, as they learn to control their bodies. They can negotiate their space as they move between the rooms and areas, avoiding any obstacles. Children show an awareness of healthy practices, as they sleep, wash hands and feed themselves. They engage in activities to support their hand and eye coordination with construction play, threading, sieving and pouring the sand and water. Children fix wooden blocks together, to form a structure they can walk across. They learn about capacity when they fill and empty containers in the sand and water trays. They use number language when they talk about tasks and activities that involve more, less and how many. Babies find out what toys can do, as they investigate the musical toys and the cause and effect toys. For example, the rattles, shakers, pop up toys and wind up toys. Children are curious about their environment, as they observe the outdoor environment, play in the leaves, splash

in puddles and feel the snow. They learn about technology through computer games and the remote controlled car. Babies use their senses to explore and handle objects and materials through the treasure baskets, sand and gloop. They celebrate special events and times in their lives at Christmas, birthdays and a new baby. Children love to be outside and discover flowers, plants, birds and animals. They form attachments to their key staff and make friends. They develop their imaginative and creative skills, as they dress up as favourite characters and people who help us. They explore and experiment with a variety of different tools and media, with metal treasure basket objects, natural wooden objects, pieces of materials and paint. Children move to music, listen and join in with songs and repetitive rhymes. They show interest in musical instruments and make sounds by banging, tapping, shaking and blowing.

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. This enables them to make a positive contribution. Children feel safe in the setting and understand about the issues relating to safety. For example, they talk about stranger danger, holding hands, staying close and keeping in line when out and about in the environment, or moving from room to room. Children know not to climb on tables and chairs to prevent a fall or slip. If children are participating in a new activity, then staff will carry out the activity first to show them what to do and highlight any safety issues, particularly if doing an obstacle course. Children know and understand how to lead a healthy lifestyle. The nursery is working towards the 'Change 4 Life' program. Staff talk about healthy foods and children bake and cook healthy options. Children learn about being healthy, as staff talk to children about hand washing and the importance of fresh air and exercise to keep them fit. They learn about the importance of quiet time to relax and recharge. Children's behaviour is managed effectively, in a manner appropriate for their stages of development and particular needs. They are encouraged to develop the habits and behaviour appropriate to effective learners, their own needs and those of others. There is lots of evidence of children thinking about feelings and sensitivity to others, as they share, play cooperatively, help and support each other. Staff are very positive, keen and interested in helping children to learn and distinguish between right and wrong, using positive strategies.

## 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

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

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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