

First Class Childcare Centre Barrow

Inspection report for early years provision

Unique reference number EY394069
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Inspector Margaret Baines

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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

First Class Childcare Centre was registered in June 2009. The premises is situated in the Barrow area of Clitheroe in Lancashire within the grounds of Barrow Primary School. Children have access to two units within the extended services building and there is also access to outdoor areas, the main school hall, classrooms, a library and IT suite for children aged over three years. The baby unit is separate and caters for children from three months up to two years. The main play area caters for children from two years up to eight years. Children may attend for full-time or part-time sessions. Before school, after school and holiday care is available for those children who are attending the primary school.

Opening hours are from 7.30am to 6.00pm, 51 weeks a year. Staffing structure includes a nursery manager, nursery deputy and three other staff working directly with children. A modern apprenticeship student is also employed and all adults have suitable childcare qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides a welcoming environment where staff use their knowledge of children's individual needs effectively to promote all aspects of their learning and welfare. Children are kept safe and develop good relationships with the staff. A very good range of activities and resources help children to make good progress in relation to their age and ability. The management team has a clear understanding of the setting's strengths and has identified areas for improvement through self-assessment. Documentation is clear and effective. Partnership with parents is exceptional and contributes very well to ensuring all children are valued, treated as individuals and have their needs met. However, at present there is limited evidence within the learning journeys of children's interests in other settings they may attend.

What steps need to be taken to improve provision further?

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

- provide additional resources to help children find out and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning
- establish effective communication between settings to ensure that children's needs are met and there is continuity in their learning.

The effectiveness of leadership and management of the early years provision

The manager and staff team place a strong emphasis on safeguarding. They ensure that children are protected in their care by having in place robust safeguarding policies and procedures which are effectively implemented. Staff understand their role and responsibilities with regard to ensuring children are safeguarded in the nursery and the out of school club. A detailed set of policies and procedures are shared with parents to provide them with information about the setting. Policies are regularly reviewed by the management team to ensure they meet all requirements. Recruitment procedures are rigorous, therefore children are cared for by suitable persons. Ongoing suitability of staff is addressed through induction procedures, annual appraisals and training.

Detailed risk assessments and health and safety practices ensure children are safe indoors, outdoors, and when on outings in the close locality. Safety equipment and procedures ensure the safety of children on the premises and during arrival and collection times. The management team support staff personal development to ensure children are cared for by staff who are qualified or working towards a childcare qualification. Staff demonstrate they are clear about their roles and responsibilities and work effectively as a team. They share information gained on training with colleagues to ensure that all benefit from any training that takes place. This clearly shows the commitment to embedding ambition and driving improvement.

The management team are aware of the strengths of the setting and the areas for improvement through discussion and feedback from staff and parents. Staff regularly monitor and review the planning, environment and what they offer the children, parents and carers to ensure inclusive practice is maintained. The setting has established positive relationships with parents and carers and as a result, each child's needs are met effectively. Today, for example, many parents enjoyed a stay and play session with the children, which was a huge success. Parents confirm that staff keep them informed about their children's achievement, welfare and development. Systems are in place to seek parent's opinions about the care and learning that takes place. These views are fed into the self-evaluation process. Staff encourage parents to support children's learning at home and ask for feedback which is developing. Partnerships are developing although information is not sought about children's learning in other settings they attend.

Children are effectively supported by staff in both the nursery and the out of school club because the learning environment is accessible, inclusive and welcoming. For example, a member of staff meets and greets children as they enter. The staff effectively promote equality of opportunity and work with parents and other agencies to support children's needs. Children's work is displayed creating a vibrant environment. Resources are accessible to aid independence, choice and decision making. Positive images, resources and activities support children's understanding of difference and diversity in the wider world. Consequently, children thrive in this setting.

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

Children in this setting are happy and settled. They benefit from the care, activities and play opportunities provided by qualified practitioners who have a good knowledge and understanding of the Early Years Foundation Stage and how children learn. The key worker system ensures children form strong attachments with people who know them well and are conscious of their individual needs to support them to achieve effective outcomes.

Staff help children prepare for life by providing a very good balance of child-initiated and adult-led activities that help children develop a positive attitude to learning from the beginning of their time in the setting. Children play in a very well resourced room that has enhanced areas of continuous provision from which children actively make choices in their play. The outdoor area is exciting and supports children of all ages. The younger children enjoy the adventure area and the older children enjoy games in the school playground during the after school club. All children have opportunities to enjoy outdoor play each day.

Children make good progress towards the early learning goals. Staff monitor children's learning through observation and assessment. Planning is organised around children's interests and staff identify the next steps in their learning. Staff monitor the environment and routines to ensure all children are included and their individual needs are met. Children show a sense of achievement as the staff frequently praise them for their efforts. They behave well as they play together or take part in social activities, such as circle time, because staff are clear about what is expected of the children as they learn. For example, they sit quietly at circle time and listen to each other. Older children enjoy sitting together at snack time and can if they wish enjoy some quiet time chatting in small groups during the before and after school club. Learning experiences are promoted in everyday activities and routines. For example, children are encouraged to count at regular intervals and recognise numbers and letters in their play.

Children have fun and enjoyment. They enjoy mark making and creative activities. Children learn about shape and colour in everyday routines. Younger children are beginning to recognise their name and practise the formation of letters and the sounds they make. Babies are encouraged to explore the environment, to be vocal and develop independence. Staff are very caring, ensuring babies and young children feel secure by adapting routines to suit individual preferences.

Children competently use tools to create their pictures. They use rolling pins and cutters as they make shapes with the play dough. Today they are decorating baubles for the Christmas tree and painting delightful pictures. Children have the opportunity to bake and explore healthy eating options in activities planned to promote their learning. Their creativity and imagination are developed effectively. Children access construction materials such as bricks and building resources. They complete jigsaws and enjoy matching games. Children enjoy listening to stories and singing nursery rhymes. Staff skilfully extend children's learning by challenging them and using open-ended questioning. This encourages children to think for

themselves and promotes language and communication skills. For example, children are encouraged to talk about their adventures at home. Children enjoy learning through technology, although at present, resources that are readily available for this learning experience are limited.

Staff encourage independence and self-help skills in everyday routines. Children help themselves to a drink when they wish and participate in a rolling snack programme where they choose when to take a break for a healthy snack and a drink of milk, water or juice. Children enjoy a healthy cooked meal which is provided for the pre-school children in the school hall and the younger children in the nursery.

The learning environment is welcoming, inclusive, accessible, safe, and adapted to meet individual needs. Children learn to keep themselves safe as staff remind them to be careful. They also have the opportunity to practise the evacuation drill on a regular basis. Children's understanding of difference and diversity is suitably addressed throughout the setting where children can look at books, photographic displays, welcome posters and access resources. A good selection of role play clothes are available which children enjoy. Planning and photographic evidence show how the setting celebrates festivals and special events. Consequently, children learn to value and respect each others similarities and differences, and develop an understanding of the wider world.

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	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	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	1
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