

Longshaw Children's Centre

Inspection report for early years provision

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Inspector Tara Street

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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

Longshaw Children's Centre first opened in 1954 and was registered as a children's centre in 2005 by Blackburn with Darwen Borough Council. It operates from a single-storey building close to the centre of Blackburn and serves the local area. There are no issues which may hinder access to the premises. Children have access to secure enclosed outdoor play areas. A maximum of 70 children aged under eight years may attend the setting at any one time. The setting currently takes children from six months up to five years of age and opens five days a week, 49 weeks of the year. Sessions are from 8am to 6pm and children attend for a variety of sessions. The centre is closed for bank holidays and for five INSET training days throughout the year.

There are currently 50 children on roll who are within the Early Years Foundation Stage, of these, 13 are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are nine members of staff, including the manager, who work directly with the children. All of the staff hold appropriate early years qualifications. The lead teacher in the nursery school provides curriculum support and guidance. The centre receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. Longshaw Children's Centre provides a very happy and welcoming environment where children's safety is given the highest priority. Excellent communication systems with parents and other professionals ensure children's needs are mostly understood and met. Children learn through the wide variety of interesting play opportunities provided and make very good progress in all areas of their development. Efficient organisation ensures the centre runs smoothly and that arrangements to safeguard children are robust. The centre management shows a high commitment to maintaining continuous improvement and has a clear vision for the future.

What steps need to be taken to improve provision further?

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

- provide more regular opportunities in the toddler and baby room for children to independently access and develop their skills in using information and communication technology and ensure battery operated resources are in good working order

- review the organisation and presentation of the role play area in the toddler room to ensure children are appropriately stimulated and challenged
- ensure parental signatures are consistently gained on medication records to show that parents have been informed of the dose and time any medication was administered.

The effectiveness of leadership and management of the early years provision

Effective organisation and a thorough commitment to providing a high quality service underpin the successful leadership and management of the centre. The senior team have a very clear understanding of their roles and responsibilities and ensure that robust steps are taken to safeguard children. For example, recruitment and vetting procedures for all of the adults who work with the children are thorough and completed promptly. Most records required for the safe and efficient management of the provision are very well maintained. However, parental signatures are not consistently obtained on children's medication records to show that parents have been informed. Risk assessments are comprehensive and any identified hazards are dealt with promptly. Staff's awareness of safeguarding issues is raised through induction and training, so that they are well prepared to deal with any concerns in the future. A positive equality and diversity policy outlines a commitment to promoting inclusive practice at the centre, ensuring all children can achieve well regardless of their background.

Managers and staff have excellent systems to ensure they work collaboratively with other agencies and parents to provide support for children with identified needs, so that their progress is assured. Parents speak very positively about the centre, their children's happiness and the friendly relationships they enjoy with staff. They welcome the useful information that is shared with them on a daily basis and the sensitive way in which children's transfer between rooms is conducted. Children clearly benefit from the friendly relationships with the staff and having consistency of carers to meet their needs. Management and staff implement very effective ongoing self-evaluation systems. They reflect and evaluate all aspects of the setting to priorities plans for the future. These are well considered and show a very good capacity for continued improvement.

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

Children are very happy and settled in the centre. Babies show a real sense of security as they respond warmly to their key person and enjoy the one-to-one attention they receive. Older children rapidly develop confidence, so that they explore their environments with ease and are eager to try new experiences. For example, young children show delight as they sit and splash their feet in the water tray. Older children develop their powers of concentration and work determinedly to complete large puzzles. Staff work closely with the children and by using their very good knowledge of the Early Years Foundation Stage, they effectively promote all aspects of children's learning and well-being. For example, adults play

alongside children in the creative area, talking with them and drawing out their learning. Planning is securely based on the children's interests and achievements and helps to guide staff in their delivery of the curriculum.

Children's creativity is celebrated as their artwork is displayed throughout the setting. Children clearly love to sing and dance, and respond to different types of music from an early age. Children are well supported in developing their skills and knowledge to help them make sense of the wider world, as they make regular visits into the local community. However, although children in the toddler room enjoy playing in the role play area, this is not consistently presented well enough to provide a stimulating environment where children can act out familiar scenarios and develop their imagination. An understanding of numbers is developed through the simple counting of objects and older children recognise and repeat patterns with building blocks as they play. Similarly, children's information and communication technology skills are effectively promoted as they experience a good range of opportunities to access resources, such as a digital camera, compact disc player and a computer. However, this aspect is less well developed in the baby and toddler room because most resources are not freely accessible to the children and some battery operated resources are not in good working order. Pre-school children though do develop good listening skills that enable them to take turns in discussion and express their opinions clearly. Such skills ensure they are well prepared for their future success.

Children show a strong sense of security and belonging in the centre. Young children respond excitedly to the familiar faces of the staff and readily seek out adults for comfort and reassurance when they are upset or tired. Older children show an exceptional understanding of the expectations of their behaviour and comply willingly with the boundaries that are in place. Children enjoy an exceptional range of opportunities to play actively and to be out in the fresh air. The climbing apparatus is sufficiently challenging and the choice of wheeled toys, balls, hoops and the sensory garden area, ensures there is something to suit all ages. Freshly prepared meals and snacks provide children with an excellent variety of healthy foods that include lots of fresh fruits and vegetables. Staff support children's ongoing good health by maintaining excellent standards of hygiene at all times.

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	1
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	1
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