

Blandford Children's Centre

Inspection report for early years provision

Unique reference number	EY347338
Inspection date	23/02/2010
Inspector	Fiona Robinson

Setting address	Black Lane, Blandford, Dorset, DT11 8SW
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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

Blandford Children's Centre Nursery opened in 2007 and operates within four refurbished rooms in an old school building in Blandford, Dorset. The setting has the use of a purpose-built outdoor area. There is ramped disability access to the building. A maximum of 40 children may attend the group at any one time. The sessions currently operate daily from 8am to 6pm throughout the year.

There are currently 72 children aged from birth to under five years on roll. The group supports children with special educational needs and/or disabilities and those who speak English as an additional language. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery is run by a manager with a team of 10 staff, nine of whom hold appropriate early years qualifications. The other member of staff is working towards this. The staff liaise closely with other related health care professionals.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The overall effectiveness is good because all children enjoy a good range of play provision and activities to support their learning and development. They are treated with warmth and respect in a fully inclusive environment. Partnerships with parents, the neighbouring school and outside agencies are outstanding and information is shared effectively. Staff are excellent at promoting the children's welfare and ensure that the children enjoy their activities. The manager and staff demonstrate a good understanding of the setting's strengths and areas for improvement which has a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop forest school provision in the outdoor area of learning
- develop the approach to planning and assessment for the toddlers.

The effectiveness of leadership and management of the early years provision

Staff have an excellent knowledge of safeguarding procedures, including child protection issues. Staff are aware of how to seek advice and are knowledgeable about children in their care. Comprehensive policies and procedures are fully implemented to ensure children's safety. Robust recruitment and vetting procedures ensure that all adults working with children are suitable. Staff are vigilant in supervising children to make sure they remain safe indoors and

outdoors. Risk assessments are conducted regularly to minimise the potential for danger. Children's safety is protected very well in a very secure environment.

Excellent links exist with the host school, children's centre and outside agencies. The childcare manager works alongside staff in the nursery setting on a regular basis and information is shared effectively. There is excellent provision for children with special educational needs and/or disabilities and outstanding partnerships exist with outside agencies. Excellent links exist with parents. They say that their children are made very welcome and staff understand their individual needs. They are kept well informed of special events, topics and visits through newsletters, discussion and the parents' notice board. There are very effective induction arrangements in place. Staff keep parents informed of their children's achievements and progress. They share the individual learning journeys with parents on a regular basis. They also run workshops on literacy, art and numeracy for them.

Staff meet together regularly with the leadership team and demonstrate a shared commitment to the development of good practice. Good progress has been made in addressing the recommendations of the previous inspection. Staff ensure that children are fully integrated in activities and actively promote equality and diversity. There is rigorous monitoring of activities and effective use is made of a wide range of resources. Good self-evaluation procedures are in place and staff value the views of parents. Staff appraisals are carried out annually and all staff regularly access relevant training to improve their practice. There is a clear understanding of strengths and areas for development. Currently, the nursery staff are developing planning and assessment procedures to ensure consistency in approach, particularly for the youngest children. Also, they have identified the need to develop forest school provision in the outdoor area of learning.

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

The environment is stimulating and well organised in both the nursery and for the children who attend the before and after school club. Activities are well planned and staff include children's ideas in the planning. They regularly monitor children's achievements and include examples of the children's work in their 'Achievement' folders. Staff in the nursery are currently reviewing planning and assessment procedures. Excellent ongoing assessment is completed for children with special educational needs and/or disabilities, and they are supported well in their learning. All children learn and develop well.

Children are eager and enthusiastic to come to both settings. They are well behaved because staff are very good role models and encourage children to be independent and thoughtful to others. Children like coming to the out of school club because staff are experienced at providing a wide range of well resourced activities. Children enjoy team games, football, creative activities and dressing up and role play. They have created a magnificent dragon's head for Chinese New Year celebrations and are busy perfecting their dance. Creative skills are developed well as depicted in a special frieze of the recent snow scene in the village.

Children attending the nursery are provided with a good range of activities, which help to develop their physical, social, language and mathematical skills. Most can count up to 10 and beyond and enjoy singing songs as 'Five Speckled Frogs' to practise their counting skills. They listen carefully to the 'Willow Pattern' story before making Chinese lanterns and designing willow pattern plates. Throughout the nursery, children have experienced Chinese New Year festivities, including food tasting and role play in the Chinese restaurant. Experiences are enriched in the sensory room area.

Children make good progress in the physical area of learning. They enjoy parachute games and practising their ball skills. In both settings, children demonstrate a good understanding of making healthy choices and staying safe. They use equipment safely as they make sandwiches with healthy fillings. The children also enjoy preparing vegetable soup and fruit salad. They benefit from talks on keeping safe. The children enjoy fundraising activities and performing dances and shows for their peers. All children build good relationships with one another. Their skills are developed well through topics such as 'Winter' and festivals such as Diwali and Christmas enrich their experiences. Children respond very well to the care and support they are given. Overall, they are well prepared for life outside the school day and future learning experiences.

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	1
The effectiveness of safeguarding	1
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	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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