

# The Links Day Care Centre Ltd

Inspection report for early years provision

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<b>Unique reference number</b>	200809
<b>Inspection date</b>	30/04/2010
<b>Inspector</b>	Fiona Robinson
<b>Setting address</b>	Nathaniel Newton First School, Victoria Road, Nuneaton, Warwickshire, CV10 0LS
<b>Telephone number</b>	02476 394782
<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

The Links Day Care Centre has been open since 1991 and is run by a management committee. The provision is situated within the Hartshill area of Nuneaton, which is a short distance from the town centre. The setting operates from a building containing three large classrooms, which is within the grounds of Nathaniel Newton Infants School. There is disability access to the building. A maximum of 50 children may attend at any one time, with children attending from two years until the age of 12. The setting is open each weekday from 7.45am to 6.00pm for 50 weeks of the year, closing for two weeks at Christmas. The facility runs an Early Birds session from 7.45am until 8.45am, the nursery from 9.00am until 3.15pm and the After School Club from 3.30pm until 6.00pm. During the school holidays the play scheme operates all day. All children share access to a secure enclosed outdoor play area and the group can use the school grounds.

There are currently 91 nursery children aged from two to under five years on roll and a further 48 children from three to under 12 years, of whom two are under five years of age, in the out of school club. There are 81 children who receive funding for nursery education. Children attending the facility are primarily from the local area and the surrounding villages. The setting currently supports a number of children with special educational needs and/or disabilities and several who speak English as an additional language.

The setting employs 15 staff. All of the staff, including the managers, hold appropriate early years qualifications. Several staff are also working towards additional qualifications. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The provision at The Links Day Care Centre is outstanding. All children feel valued and fully included in the wide range of activities because staff ensure their individual needs are met. Excellent partnerships with parents and the school ensure that information is shared effectively. The staff team are outstanding at promoting the children's welfare. The manager and staff have a very clear knowledge of strengths and areas for improvement and show an excellent commitment to continuous improvement.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop the use of technology in the assessment of children's achievements.

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

Staff have an excellent awareness of safeguarding and child protection issues. Risk assessments are carried out regularly and are fully documented to ensure risks are minimised. Comprehensive policies and procedures are fully implemented to ensure children's safety. Security within the setting is excellent and there are robust collection procedures in place which are known and understood by parents. Staff ensure that children are always supervised indoors and outdoors. There are rigorous recruitment and vetting systems in place to ensure the suitability of staff working with the children.

Excellent links exist with parents and carers and children benefit from the excellent communication and sharing of information. Each team manager and staff hold an open evening where the progress of the children can be discussed, as well as providing the opportunity to look at their child's individual achievement folder with their key person. The setting also holds 'Come to Nursery With Your Child' sessions and coffee mornings and afternoons for key person groups. This time is used well by staff to share information from the individual learning journals. Comprehensive newsletters and the parents' notice board keep them well informed of topics, activities and special events. The setting also benefits from excellent links with the host school and regular liaisons with staff from the Foundation Stage. There are outstanding links with outside agencies and the inclusion manager and staff provide very sensitive and caring provision for children with special educational needs and/or disabilities, and English as an additional language. There are strong links with local schools and information is shared very effectively through the communication books and staff discussions.

The setting is very well led and managed. Excellent self-evaluation systems ensure that improvements have a positive impact on the experiences of the children who attend the day care centre. The manager and staff value the views of parents and children and take these into account when planning and identifying areas for improvement. They have an excellent understanding of the setting's strengths and areas for improvement. Management and staff regularly monitor the work of the setting and set challenging targets. Action plans for ongoing improvements are comprehensive and well-qualified and experienced staff are keen to implement new ideas. They regularly access relevant training courses to enrich their qualifications and share their experiences with other staff. Staff are well deployed in the nursery and the before and after school provision. They use a wide range of resources well to meet the needs of the children. There is excellent inclusion of all children in activities and staff actively promote equality and diversity. For example, a parent has shared their experience of an Indian wedding with the children and staff, and provided wonderful clothing and resources for this topic. The manager and staff demonstrate an excellent capacity to improve in the future through strong teamwork. They recognise the need to develop the use of technology, such as the digital camera and computer, and encourage children to use this in the self-assessment of their activities.

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

There is excellent well-planned, purposeful play indoors and outdoors for the nursery children. Staff have an outstanding understanding of the children's interests and build these into the activities. For example, children in the before and after school club are keen to build a cardboard boat and work hard to create the scenery for their desert island. Staff evaluate their planning carefully and use the information gained to plan further activities to help children develop their skills and ideas. They record the achievements of the youngest children in their learning journals and are developing ways for children to record some of their own achievements, through the use of the digital camera and the computer.

Children's behaviour is excellent because they listen very carefully and share their ideas and resources well. They are keen to come to the nursery and out of school club because staff are experienced in providing exciting activities and resources which capture their interest. Children experience excellent trips and outings during the school holidays. For example, they have visited the Space Centre at Leicester, Bedworth Park and practised their circus skills at a special workshop run at the centre by some highly skilled parents. Staff have an excellent relationship with the children and encourage them to be confident and independent.

Children attending the nursery are provided with an excellent range of activities, which help them to develop their language, mathematical thinking, creative, physical and social skills. Most can count up to 20 and beyond and over half of them can write their own names. Their listening skills are developed well when staff read stories. They have great fun creating models out of clay and collage pictures out of straw and seed. Their skills are developed very well through topics, such as 'People Who Help Us'. They enjoy dancing to music, taught by a specialist teacher. They complete bubble painting pictures for their art gallery. The older children enjoy going on bug hunts and building dens. Their creative skills are developed very well as they make a sparkling island and palm trees for the outdoor environment. Festivals such as the Chinese New Year, Easter and Diwali enrich their experiences.

Children have an excellent understanding of healthy living and staying safe. They learn how to make healthy choices at snack time and enjoy making their own soup, fruit cocktails and smoothies. They learn excellent social skills and enjoy riding their bikes and pedalled vehicles, and balancing on the logs at the side of the boat. The older children enjoy activities such as skipping, football, tennis and using the parachute in the school playground. Children learn how to keep themselves safe and they enjoy informative visits from a fireman, policeman and lollipop lady. They have also benefited greatly from a safety talk about railways. They learn how to use tools safely as they make models and prepare food. Children enjoy fundraising for charity and organising team games and activities. Overall, they achieve very well and are very well prepared for their next stage of learning in this bright, stimulating and inclusive setting.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
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	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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	1

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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