



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 309424

DfES Number: 514604

### INSPECTION DETAILS

Inspection Date	13/05/2003
Inspector Name	Janet, Elizabeth Singleton

### SETTING DETAILS

Setting Name	First Class Child Care Centre
Setting Address	Pick Up Street Accrington BB5 5NS

### REGISTERED PROVIDER DETAILS

Name	First Class Child Care Centre
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### ORGANISATION DETAILS

Name
Address

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

First Class Child Care centre, Pickup Street, Accrington was established in 1998 and is one of a group of privately owned nurseries. The nursery is situated in the centre of Clayton -Le Moors, close to local shops and within walking distance to the local park. The nursery offers day-care and nursery education for children from birth. The nursery consists of a baby and toddler unit on the ground floor with an activity room and pre-school room situated on the first floor. There is a recently renovated outdoor play area. The nursery serves the local area which reflects the social and economic diversity of the location. The nursery is registered to provide 48 places and offers both full and part time places. The nursery supports some children who have special needs. There are currently 13 three year old children and 8 four year old children who are in receipt of funding. There is a n after school facility with a collection service from the local school. The nursery opens from 7.30am through until 6pm Monday to Friday. The after school club runs during the holiday times also. 10 staff work with the children of which 9 are early years qualified. The tenth member of staff is currently attending training. The setting receives support from a teacher/mentor from the Early Years Partnership.

### How good is the Day Care?

The overall judgement of the day care is satisfactory. The staff work effectively as a team and there is in place an effective management structure. Staff understand their roles and responsibilities. Documentation is maintained accurately and is reviewed to ensure that it is effective. The setting is warm and welcoming. There is available a good range of equipment and resources to aid children's development, however equipment that reflects diversity of culture and access to equipment by all children is on occasions limited. Staff have a sound understanding of safety issues. Hygiene and health procedures are effective apart from one area. There are effective policies in place to ensure that equality of opportunity is reflected in the practice and that children with a special need are integrated into the setting. There exists a good partnership with parents which ensures detailed information is provided about the setting along with opportunities to discuss their child's development.

**What has improved since the last inspection?**

no actions were identified at the last inspection.

**What is being done well?**

The setting is committed to training and development. Staff are given opportunities to participate in a range of relevant training opportunities. Staff are encouraged to further their development; two members of staff are currently working towards the NVQ level 3 qualification in childcare. Staff are provided with a comprehensive induction procedure and are required to familiarise themselves with all policies and procedures related to the setting.(St 2) The setting has a commitment to safety for the children both on and off the premises. Risk assessments and health and safety information is made available to all staff.(St6) The setting is committed to the 'smile for life' project, which reflects the healthy eating policy.(St 7) Special needs are addressed in a positive manner ensuring that there is a multi agency approach, which is implemented in full consultation with parents.(St 10) The setting is committed to a positive approach to behaviour management, which is evident from the good behaviour of the children who attend.(St 11) Parents are provided with detailed information about the setting and the key worker system provides regular opportunities for parents to discuss their child's development. Parent's evenings are held to discuss the children's development. (St 12)

**What needs to be improved?**

the resources which reflect diversity in a positive manner (St 9) the accessibility and resources for the younger children eg. home corner/ soft play area (St 3) privacy in the bathroom area privacy whilst children are attending to their personal needs.(St 4) accessibility to towels for hand washing (St 7) the availability of drinks for the older children (St 8)

**Outcome of the inspection**

Satisfactory

**WHAT NEEDS TO BE DONE NEXT?****The Registered Person must take the following actions by the date shown**

Std	Action	Date
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**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
4	review the toilet area on the first floor to ensure privacy.(St 4)

5	Provide a soft play area and home corner within the toddler area. (St 3)
7	Ensure that children are provided with individual hand towels or wipes, refrain from the use of a communal towel.(St 7)
8	Provide a means for children from three onwards to access a drink independently.(St 8)
9	Provide additional resources to reflect diversity in a positive manner (St 9)

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Children attending nursery are making generally good progress towards the early learning goals. Children's progress in Personal, Social and Emotional Development, Physical and Creative development is very good. Progress in Communication, Language and Literature, Knowledge and Understanding of the World and Mathematics is generally good. Teaching is generally good and staff demonstrate an understanding of the Early Learning Goals evidenced from planning and discussion. The Special Educational Needs Co-Coordinator works closely with parents and other agencies and there are systems in place to adapt the teaching methods to ensure children are included. There are no children attending who have English as an Additional Language. Behaviour is managed well and children know what is expected of them and respond to instructions. Staff foster self esteem and have good relationships with the children. There are effective policies and procedures in place to ensure equality of opportunity is reflected in practice. Staff do not take full opportunity to link children's learning and develop mathematical thinking to everyday activities i.e. snack time. Staff do not always make resources readily available for children to make choices. Leadership and management is generally good, staff feel supported and are clear about their roles and responsibilities. The staff work well together as a team and there is in place an effective management structure. Training is actively encouraged for all staff. The support of the Early Years Childcare and Development Partnership support teacher team is used. The Partnership with Parents and Carers is very good. Detailed information is given to parents and links are made with home. Staff share information verbally and provide regular opportunities for parents to discuss their child's progress. Information regarding the early learning goals and the expected outcomes are shared with parents. Parents feel involved and well informed.

### What is being done well?

\* Children's personal, social and emotional development is very good. They are confident and form good relationships with staff and other children. \* Children move confidently and with control and co-ordination during indoor and outdoor play. Children respond well to music and move with a sense of rhythm. \* Staff maintain close links with parents ensuring that children's individual needs are met and parents are informed of their child's progress. \* The provider has a commitment to staff training.

### What needs to be improved?

What needs to be improved? \* Opportunities to extend children's learning during snack and lunch time \* Make resources more freely accessible to children to provide them with the opportunity to make choices. \* Use staff interaction to ensure that children access the mark making area for a variety of purposes. \* Opportunities for

children to enjoy books both individually and on a one to one basis with staff.  
\*access to equipment which reflects diversity of culture. \*access to programmable toys and information technology.

**What has improved since the last inspection?**

Progress since the last inspection has been generally good and staff have addressed the key issues. Staff are now more familiar with the early learning goals and have implemented a planned curriculum. Activities build on children's existing skills with activities adapted accordingly. The staff now record children's development and use a baseline assessment to inform future planning to support children's learning.

## SUMMARY OF JUDGEMENTS

<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
Judgement:	Very Good
Children's progress in personal, social and emotional development is very good. Children are confident, motivated and interested to learn. They sit quietly and concentrate and are eager to participate in the focussed activity. They work well as part of a group and are developing an understanding of each others needs evidenced by the role play. Good relationships are formed between staff and children.	

<b>COMMUNICATION, LANGUAGE AND LITERACY</b>	
Judgement:	Generally Good
Children's progress in communication, language and literacy is generally good. Children listen and respond with enjoyment to stories and rhymes. They use language for negotiation and to interact with others as shown in the role play and play dough activity. They are beginning to recognise that print carries meaning. Children do not freely access the book corner. Children see print in the environment but do not freely access the mark making area.	

<b>MATHEMATICAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children's progress in mathematical development is generally good. Children count confidently up to eight and use numbers in familiar context. They learn about shape in planned activities and can name basic shapes. Children are not always given opportunities to link mathematical learning in everyday activities an example being snack time and role play.	

<b>KNOWLEDGE AND UNDERSTANDING OF THE WORLD</b>	
Judgement:	Generally Good
Children's progress in knowledge and understanding of the world is generally good. Children have the opportunity to explore and investigate materials using their senses as in the play dough and wet sand. They talk about past and present events in their lives. Children have limited opportunity to use programmable toys and communication technology to support their learning.	

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Very Good
Children's progress in physical development is very good. Children move freely with confidence and co-ordination and can match movement to music. They handle tools and objects safely and are working towards competence with fastenings when using the bathroom and putting on their coats. They can catch and throw outdoor equipment with a degree of skill and accuracy.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good

Children's progress in creative development is very good. Children have the opportunity to explore a range of malleable materials. They recognise music and can sing songs from memory and can match movement to music. Children have the opportunity to use their imagination during role play. There are some missed opportunities to develop the children's learning in the wet sand and play dough activities to assist them express their thoughts.
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Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y
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<b>OUTCOME OF THE INSPECTION</b>
The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

<b>WHAT THE SETTING NEEDS TO DO NEXT</b>
* Consider how snack and lunch time can be used more effectively to develop children's learning. * provide additional resources to reflect diversity of culture, gender and disability. * provide opportunities for children to access programmable toys and information technology.

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

**STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

**STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

**STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

**STANDARD 14: DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*