



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 309835

DfES Number: 581807

INSPECTION DETAILS

Inspection Date 01/07/2004
Inspector Name Harpal Thandi

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Haslingden Community Link Childcare Services
Setting Address Bury Road
Haslingden
Rossendale
Lancashire
BB4 5PG

REGISTERED PROVIDER DETAILS

Name Haslingden Community Link 3612468 1075926

ORGANISATION DETAILS

Name Haslingden Community Link
Address Bury Road
Haslingden
Rossendale
Lancashire
BB4 5PG

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

Haslingden Community Link Childcare Services opened in 2000. It operates from 3 rooms in a self contained area of the Haslingden Community Link Centre which is situated on the main Bury road, close to Haslingden town centre. It serves the local area.

There are currently 100 children from 2 to 8 years on roll. This includes 17 funded 3 year olds and 35 funded 4 year olds. Children attend for a variety of sessions. The setting does not currently support any children with special needs but a small number who speak English as an additional language.

The group opens 5 days a week during school term times for sessional care and 50 weeks a year for full day care. Sessions are from 08:00 to 18:00. A toddler group also operates in the main hall on Wednesday mornings from 09:30 to 11:30 term time only.

14 part-time and full-time staff work with the children. 12 staff have early years qualifications to NVQ level 2 or 3. 1 staff member is currently working towards a recognised early years qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership [EYDCP].

How good is the Day Care?

Haslingden Community Link Childcare Services provide good quality care for children. The environment is warm, welcoming and visually stimulating to children. Good use is made of space, staff and resources to meet children's needs. A good selection of toys are available to promote children's learning in all areas. Records are generally well organised with one area of weakness identified.

Staff are vigilant and supervise the children well; they are aware of the need to keep children safe however, there is one area relating to safety requiring attention. Good hygiene practices are promoted as part of the children's daily routine and staff ensure children's dietary requirements are met. All staff are aware of the child

protection procedures to be followed in order to safeguard a child's welfare.

Staff plan ahead to provide a wide range of experiences for the children; children are happy and occupied as they choose from the activities on offer. Children learn about equal opportunities through the daily activities. Staff work with parents and professionals to ensure children's special needs are met. Positive behaviour is valued and encouraged, as a result children behave well.

Parents are kept well informed and there is a good exchange of information to ensure continuity of care between the setting and the home.

What has improved since the last inspection?

At the last inspection the setting was asked to ensure that all staff had been vetted. Staff records show that requirements for clearances have and continue to be met. This means that children are looked after by adults who are deemed to be suitable which in turn provides reassurance to parents.

What is being done well?

- Staff are effectively deployed in the 3 main playrooms and the outdoor play area to ensure the safety, welfare and development of the children. The rooms are used to maximum effect and resources are organised to ensure they are accessible to children.
- Staff all take responsibility for planning activities and cover 2 topics a term, ensuring children are provided with a wide range of experiences. Staff enjoy good relationships with the children, talking, listening and encouraging them in their play. As a consequence, children are happy, confident and occupied.
- Good hygiene practices are promoted with children to reduce the risk of infection e.g. children have their own beakers, toothbrushes and flannels for use after lunch. The children are also encouraged to wipe their noses and dispose of the tissues in a separate bin.
- Children learn about respect, tolerance and the world around them through the many positive images on display around the centre; the topics they cover e.g. various festivals and through access to a range of resources that reflect diversity.
- Staff are consistent in their management of behaviour of younger children; children receive constant praise and encouragement and positive strategies are used to get the children's attention. As a result, children are aware of their boundaries and behave well.
- Parents are kept well informed. Good information is provided to parents e.g. information displayed on the notice board, notices, newsletters and parents evenings. Active parental participation is encouraged e.g. one parent brought a new baby in to talk about and show to the children.

What needs to be improved?

- the storage of cleaning solutions
- the obtaining of written parental permission for seeking emergency medical advice/treatment.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
6	Make sure that all hazardous solutions are inaccessible to children.
7	Request written permission from parents for seeking emergency medical advice or treatment.

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

How effective is the nursery education?

Haslingden community link childcare nursery provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals in most areas. Progress in mathematics, knowledge and understanding of the world and communication, language and literacy is very good.

The quality of teaching is generally good. The staff demonstrate an understanding of the early learning goals. The effectiveness of the curriculum planning is generally good and covers the aspects of learning. The observations and assessment system does not inform planning to show how children will be grouped to promote continuity and progression. There is available a stimulating environment with resources that enable children to have choice. The staff foster self-esteem and have good relationships with the children. The staff generally manage the children's behaviour and the children respond to their instructions, however during some large group activities children become disruptive.

Staff take full opportunity to link children's mathematical learning to everyday activities i.e. snack time and in the construction area. The staff are consistent in their approach to the asking of open-ended questions to extend the children's learning and promote their thinking.

The leadership and management is generally good with a commitment to the development of the staff through training. Staff are clear about their roles and responsibilities and work well together as a team. The staff are committed to the care of the children.

Partnership with parents and carers is generally good. Information is given to parents including information on the early learning goals. Staff share information verbally and through the newsletter. There is no formal procedure for inviting and recording parents comments regarding their child's learning in order to inform the assessment procedure and future planning.

What is being done well?

- Children's communication and language skills are very good. They use language for discussion and negotiation, to seek information and to ask questions. They are beginning to link sounds to letters and use their phonic knowledge to sound out words. They are confident to try new words with a degree of competence.
- Children build with a purpose and enjoy creating designs for buildings and castles from construction material. They delight in creating images by tacking shapes onto block boards to create a giant.
- Staff take full opportunity to promote and extend children's learning in

mathematics. Staff encourage children to calculate and set mathematical challenges during snack time and free play.

- Staff provide opportunities for children to use their imagination through role play and small world activities. Children act out scenarios from real and imagined experiences in the small world. They explore colour mixing through free painting and experiment with malleable materials during the play dough activity.

What needs to be improved?

- the procedure to ensure observations and assessments inform future planning and in particular show the grouping of the children.
- the system to improve arrangements for inviting and recording parent's comments on their child's records.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. The setting had 2 points for consideration. The setting agreed to provide more information for the parents and carers about the educational programme of the pre-school and how it promotes learning outcomes in all areas. The setting also agreed to review the sharing of assessment records with parents and carers and provide opportunities for them to add their comments.

The information for parents and carers is displayed on the notice board, with a brief introduction within the prospectus. In discussion parents and carers are aware of the settings provision for nursery education and aware their children are working towards the early learning goals. The system for including parents comments on assessment records has not been actioned although arrangements are now made to share records with parents through parents evenings.

The above action ensures parents are made aware of the educational provision and informed of the assessment procedure. By not seeking parents comments on the assessment forms this limits information collated about the child in order to meet the educational needs of the funded children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children sit and concentrate during focussed activities. They select resources and move around the setting enjoying both adult and child led activities. They are developing personal independence and show their pleasure in managing their own fastenings. They take turns and understand the need to share. They enjoy good relationships with staff and peers. Children do not always follow instructions and behave well during large group activities due to inconsistencies in the approach of staff

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's communication and language skills are good. They use language for discussion engaging in meaningful conversation. They enjoy recording their news in their news book. They draw pictures of their news and discuss their recordings with confidence. They understand text has meaning and is read from left to right when writing their names on their work. They read the letters of the word 'stop' during their play. They show delight in writing for a variety of purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count to 13 and recognize numerals 1 to 5. They understand there is a sequence to numbers and attach meaning to numbers when calculating the number of children to decide how many biscuits and plates are needed at snack time. They enjoy making comparisons i.e. this is bigger and this is smaller and compare shape during their play and know circle, rectangle and square competently. They use calculations during their play and know to add further bricks to make the tower higher.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore the features of living things by planting seeds and growing things. They enjoy building with a purpose, creating 3 dimensional images out of construction materials. They readily discuss their home life with delight and enthusiasm. They learn about the cultures of other people through the celebration of festivals and topics. They use the computer with enthusiasm and operate simple programmes with skill and competence. They differentiate between past and present experiences.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move safely and with confidence, they show an awareness of their space. They weave their own pathways, negotiating around the other children. They learn the benefit of a healthy diet and the need to look after their teeth during the visit from the dental hygienist. They use a range of small tools competently in the construction and malleable materials. They enjoy a range of large equipment when playing outside and pedal, push and scoot the toys with skill, competence and enjoyment.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children explore malleable materials in the play dough and sand during the focussed activities and free play. They use their imagination in the role-play, free painting and creative activities. They enjoy and explore colour mixing through free painting learning how colours can be changed. Weaknesses in teaching limit children's learning about the properties of musical instruments, moving their bodies to music and recreating movements to match the rhythm.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

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.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- improve the procedure to ensure observations and assessments inform future planning and in particular to show how children will be grouped.
- devise a system to improve arrangements for inviting and recording parent's comments on their child's records.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

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.