

First Class Child Care @ Whalley Meadows

Inspection report for early years provision

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Inspection date

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Inspector

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Setting address

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

First Class Child Care @ Whalley Meadows is one of nine nurseries owned and managed by the First Class Child Care group. The nursery first opened in 2006 and was acquired by First Class Child Care in 2010 and operates from purpose built premises with two levels to cater for children from three months up to eight years. The setting has level access across the entire ground floor. It is situated in the Whalley area of Clitheroe in Lancashire. The nursery is registered on the Early Years Register and both parts of the Childcare Register. The nursery is registered for 58 children under eight years, of whom no more than 58 may be in the early years age group. There are currently 71 children on roll. The nursery provides funded early education for three and four year olds. Out of school care is provided before and after school.

The setting is open five days a week from 7.30am until 6.00pm. All children share access to secure outdoor play areas. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are 15 staff, 13 of which hold the Level 3 National Vocational Qualification and two are working towards this. Four staff are also working towards an Early Years degree and Early Years Professional Status. The setting is supported by the local early years team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a welcoming and child centred environment. The nursery environment is fully inclusive and reflects the children's backgrounds, communities and family lifestyles. The organisation of the activities reflects interesting, varied and imaginative experiences, to meet the needs of the children well. There are effective partnerships established with both parents and carers, with good links to other providers and professionals to meet the children's welfare and developmental needs. The system for evaluating the quality of the provision is in place, and management continue to appraise the setting. However, the involvement of staff, parents and children in self-evaluation continues to develop as the new manager establishes her role in the organisation. Managers continue to evaluate the provision and commit themselves to continuous improvements to promote the outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure children's next steps of learning clearly link to the early learning goals so that they continue to be challenged to make progress
- develop the evaluation of the setting in partnership with staff, parents and children.

The effectiveness of leadership and management of the early years provision

Children are protected and safeguarded through the policies and procedures that are in place that ensure those working with children are safe to do so. The nursery's safeguarding policies are effectively implemented and staff know their role and duty in keeping children safe from harm. Staff and parents are familiar with the policies and procedures for the safe and efficient management of the provision. Staff are experienced and qualified in aspects of learning and welfare of young children.

There are detailed risk assessments and health and safety practices in place that ensure children's safety and well-being are maintained. Staff value meetings to discuss and share their ideas and to continue working towards the visions and values of the nursery. Management are involved in any self-evaluation process and are working towards the involvement of staff and parents. This will ensure that staff can channel their efforts and ideas into successfully improving the outcomes for children.

Partnerships with other professionals are evident and ensure children are supported and that there is continuity of learning and care. Staff link with the teachers at the local primary school, local pre-school staff and with the early years development workers. Children are making good progress in their learning and development as the deployment of resources is good. Staff use resources and equipment creatively and imaginatively and are positive in making changes and taking things forward. For example, in relation to the planning of activities and the enhancements of areas and equipment to interest and challenge the children. The children are grouped according to their ages and stages of development in separate areas. The storage and accessibility of toys and equipment is effective and enables the children to plan and organise their games, activities and use of toys.

Partnerships with parents are positive and help children to feel secure. Parents are welcomed into the nursery and warmly greeted. They have access to a wealth of information about the organisation, through newsletters, open days and the notice boards around the nursery. Induction procedures are followed and parents provide all about me information. This information enables the key person to provide appropriate care and meet all learning and development needs. Parents have opportunities to be involved in their children's development and progress as they see their children's profiles. They complete a communication book to enable staff to add any interests to the plans. Children feel a strong sense of belonging as they play in the stimulating environment. A very inclusive environment is evident that caters to all needs of the families on roll. Important information is shared with staff regarding children's medical needs, family lifestyles, cultural needs and their interests. Staff promote equality and diversity through the policies and procedures. Staff respond to the varying community languages when using labels and displaying pictures and posters.

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

Staff have a good knowledge of the learning and development requirements. They support children's learning through well planned activities and experiences. The planning of the learning environment is linked to the six areas of learning. There is free access to continuous provision of learning opportunities throughout the day both inside and outside. Staff respond effectively to the information provided by parents and plan for individual learning needs and interests. Each child is assigned a key person to be responsible for their development, routine care practices and liaison with parents. Staff follow children's leads and note down any significant comments and also record spontaneous comments throughout the day under the areas of learning. Staff use these comments to inform their planning for the individual child. Weekly plans are displayed and staff highlight their child's initials on the plans for a specific learning activity. Each child has a profile with learning stories, photographs and art work. Staff identify a future learning need and assess the children as they progress towards the early learning goals. However, the future learning needs do not clearly identify a specific learning and development goal.

Children develop their independence as they help to set tables, serve their own foods and help to prepare their snacks. They tend to their own toileting needs and learn the importance of good hygiene. Children have positive relationships with each other and learn about positive behaviours through being kind, helpful, sharing and caring. They are reminded of the rules and boundaries and safety procedures. They develop positive self-esteem as they are given stickers and rewards for good behaviour and are confident and familiar with their key person through positive nurturing and cuddles. Children learn to listen to each other during circle time and are encouraged to speak out in the group sharing their news and information. They respond to open questions and use complex words and sentences during their play. Children develop their communication, language and literacy as they recognise their names and letters and see lots of labels on furniture, displays and equipment. They self-register their names and freely access books. Children's physical and health needs are well met through access to a well planned outdoor area where they use large wheeled toys, pushalongs, rockers, climbing equipment and obstacle courses. Their fine motor skills develop as they thread, construct and build; and use one handed tools. Children are provided with a balance of healthy foods and regular drinks and they sleep and rest according to their needs. Children explore and investigate around their environment and find out how things work as they push and pull, twist and turn the activity toys. They investigate the tools and machinery on the toy tool bench. They interlock and fit shapes into jigsaws and with construction toys. They learn about colours, patterns, sequencing and matching through their everyday experiences and activities. Children learn about differences through talking about people, feelings, and seeing pictures, books and photographs showing, cultures, religions, disabilities and through festivals and celebrations. They taste foods from around the world; they make cards and models that represent different places and the world around them. Children learn about the seasons and enjoy the interest activity with the autumn theme. They feel different textures, such as, bark, pine cones and conkers. They

develop their imaginative and creative skills as they make pictures and collages using different tools and mediums. They paint freely, print with vegetables, explore sand, water and spaghetti shapes. They enjoy role-play and dress up in their favourite character costume.

Staff are fully committed to quality care, which actively promotes the children's knowledge and understanding of safety and healthy lifestyles, this develops their skills for the future, which enables them to make a positive contribution. Staff work extremely well with all children in all the age groups. They talk to children, supporting and encouraging them to ask questions. Children feel safe in the setting and understand issues relating to safety. They are fully aware of dangers and risks as staff talk to them all the time, reminding them of what is a safe practice. They have opportunities to take risks and know about the boundaries as they help with food preparation and baking. They know and understand about healthy living through the provision of healthy foods at snack and lunch time. They know about good hygiene practices through using hand gel and when washing and drying their hands and disposing of paper towels. Children are given lots of genuine care, cuddles and reassurance, they are happy and content in their environment and look to staff for comfort if upset or uncomfortable. Children make a positive contribution and enjoy their learning. They learn about expected behaviours and are given detailed explanations to help to distinguish between right and wrong. Staff are very positive and good role models to the children. Children are very well occupied, interested and motivated and play well together.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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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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