

First Class Childcare Centre Ltd

Inspection report for early years provision

Unique reference number	309306
Inspection date	21/10/2010
Inspector	Frank William Kelly
Setting address	10 Cannon Street, Accrington, Lancashire, BB5 1NJ
Telephone number	01254 390 107
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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

Cannon Street Nursery is one of several settings operated by First Class Child Care Limited and was registered in 1992. It is based within single story premises, situated in the town centre of Accrington in Lancashire. Children are based in four playrooms with additional rooms including a sensory room which are shared. All children share access to outdoor play areas. The setting primarily serves families living in and around the local community. It is open Monday to Friday from 7.30am to 6.00pm and provides an all year round service with the exception of bank holidays and a week at Christmas.

The setting is registered on the Early Years Register and is registered to care for a maximum of 63 children under eight years at any one time, of whom no more than 63 may be in the early years age range. There are currently 87 children on roll, of these, all of whom are in the early years age range. The setting provides funded places for the provision of early education for some of the children. The setting is also registered to offer care to children aged over five to eight years. This provision is registered on the compulsory and voluntary parts of the Childcare Register.

The setting currently employs 16 staff to work with the children. Of these 14 hold childcare qualifications to a minimum of National Vocational Qualification Level 2. Two members of staff hold Early Years Foundation Stage degrees and are currently working towards a Bachelor of Arts Honours. Two members of staff are working towards a qualification and another is completing an additional National Vocational Qualification Level 4.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Close partnership working is seen as an extremely high priority at this setting. Thus, working practices with parents and other professionals within the immediate and extended community are helping to ensure that children's specific needs are being effectively attended to. Staff have a good understanding of the principles of the Early Years Foundation Stage and use the planning effectively to support the children's ongoing learning and development. Documentation is used to good effect and the staff's implementation of the policies and procedures actively promote the children's safety. However, some aspects of daily routines, such as, meal and snack times are less successful. The management demonstrates a positive commitment to driving forward improvement and has a developing system for improving its approach for internal review.

What steps need to be taken to improve provision further?

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

- review the arrangements of daily routines to ensure that children's needs are fully met and they promote children's social development and their enjoyment of food
- refine the self-evaluation and quality improvement processes, to include an internal system of review. Include management monitoring systems to ensure that staff implement the policies and procedures consistently at all times

The effectiveness of leadership and management of the early years provision

Children are safeguarded through a rigorous recruitment and selection procedure, which includes the seeking of references and completion of full vetting procedures. The premises whilst tired and worn in places is suitably maintained and the full risk assessment is complemented, by the daily checks staff undertake before children arrive and when they go out to play in the garden. The procedures for reporting child protection concerns are reflective of the Local Safeguarding Children Board requirements and staff are extremely familiar with how or when they would report such concerns about a child in their care.

The setting demonstrates commitment for driving and implementing improvement. For example, parental questionnaires are organised so that complete anonymity can be maintained, thus, facilitating and encouraging the open and frank sharing of information. Staff development is seen as a priority with several staff completing further vocational and degree training. A focus on the quality of planning and assessment has benefited the children's learning and initiatives including the improvement of the premises internally and in the outdoor play area continue. However, the ongoing self-evaluation and day-to-day management monitoring systems are less successful. For example, the current organisation of meal and snack times means staff are not always sitting with the children. Thus, they are not using them to fully support and further promote the children's social development and enjoyment of food.

Most equipment and resources are of a good quality and the setting is well organised to promote the children's independence and develop their investigative nature. Bilingual staff and welcoming scripts of various nationalities are displayed with key words in children's home language being known and used by the staff. This helps the children to feel secure, parents to feel welcome and helps the children develop a more informed sense of their own and other people's cultures.

Partnerships with parents are excellent. A wealth of information in printed and photographic formats is readily available and those parents, who took the time to share their views, spoke highly of the support and sharing of information. In particular, during the transition periods when children move through the nursery. Parents evenings and prominently displayed weekly activity planning is helping parents to keep informed about their child's progress. The setting has very strong and varied links with wider agencies to ensure that the needs of children with special educational needs and/or disabilities are effectively and sensitively met. The imaginative use of the wider partnerships in the local community, such as,

fund raising for local and national charities, story sessions in the library, visiting the local train ticket office and introducing recycling and sustainability projects, is actively complementing the children's experiences and helping them to develop their awareness of and their place in society.

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

This is a lively and relaxed place for the children to be. Staff are warm and welcoming, which results in the children feeling secure and confident in their play. Consequently, the children are lively and engaged in their chosen activities. Irrespective of age, they are eager to investigate and enjoy the interaction with familiar adults. Babies babble and squeal, as they sit in the floor tray, exploring the glitter sand or body surfing over the curved floor mat. The outdoor environment promotes plenty of investigation and experimentation. Children dig and search through leaves and other autumnal vegetation. They use their descriptive vocabulary to share their knowledge of the world, for instance, describing a seedpod as 'a long acorn'. Others enjoy mark making with water on the flags, the walls and the top of the 'A' frame.

Exercise and regular outdoor play is part of the settings daily routine. Children move freely between indoors and outside and staff ensure that children keep themselves warm and comfortable. On occasions, play develops from the children's discussion and is subtly used by adults to assess and consolidate children's learning. For example, children suggest that they wish to have their faces painted. Staff respond by asking children who or what they wish to be. When one child asks to be a ladybird, the member of staff asks her what colours she will need. The child immediately replies red and black. Other staff build on children's interest in counting, by holding three fingers up and encouraging the children to count. This apparent unplanned learning is actually underpinned by the staff's knowledge of their individual key children's interests and current capabilities. All of which has been fostered through the settings systems for observation and assessment. Each child has a learning journey and the system for recording the children's interests and transferring this to new challenges in the next week is working well. There are systems for monitoring the breadth of the curriculum and the children's ongoing development. This is complemented by the informative 'Who am I?' sheet which provides a summative assessment of the child's interests and achievements at that present time. However, there are some minor inconsistencies regarding the frequency that this is completed in some of the rooms. Nonetheless, the day-to-day interactions between staff and parents and the staff's individual knowledge of their key children means that children continue to make good progress in all aspects of their learning. For example, staff provide role play, such as, a hairdressers' to build on the children's experiences and support them to practice and enjoy routines, such as having their hair brushed.

This good use of play and regular daily routines is effectively helping to promote the five 'Every Child Matters' outcomes. For example, washing hands at lunch time and practising the evacuation procedure. Children are well behaved and learning to be considerate of each other as staff provide good role models. Their simple

explanations help children learn about the consequences of their actions. For instance, they help tidy up dropped dough, so they do not slip and staff talk to them about needing to be gentle whilst looking at the cricket in the viewing jar. Children enjoy stories, songs and jingles and have some opportunities to explore a wider selection of technology including programmable toys. Younger children's problem solving and exploratory play is enhanced through fitting together puzzles, feeling textures and pressing buttons that make animal noises on the wall display. These types of activities help build children's curiosity and confidence. They are considered the building blocks for helping children develop future skills for life.

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	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	1
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met