

Innovations Children's Centre & Day Nursery

Inspection report for early years provision

Unique reference number	EY382695
Inspection date	26/01/2011
Inspector	Helene Terry

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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

Innovations Children's Centre Nursery was registered in 2008. It is managed by North Halifax Partnership Limited and operates from three play areas within Innovations Children's Centre on the site of Dean Field Community Primary School in Halifax, West Yorkshire. The setting is open each weekday all year round from 8.00am to 6.00pm. All children share access to an outdoor play area. A maximum of 68 children may attend the setting at any one time, of whom no more than 68 may be in the early years age range. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are currently 113 children aged from six months to five years on roll. Of these, 46 children receive funding for nursery education. The setting also provides places for funded two-year-old children. The setting serves the local community and surrounding areas and supports children with disabilities and those who speak English as an additional language. Children attend for a variety of sessions throughout the week.

The setting employs 17 staff all of whom all have early years qualifications. One member of staff has Early Years Professional Status and three are working towards a foundation degree in early years. The setting receives support from a teacher and they are part of the local authority's quality assurance scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The needs of all children are met well as staff recognise them as unique individuals. They are making sound progress towards the early learning goals and their welfare is very effectively promoted. Excellent relationships with parents, carers and other professionals help staff to promote continuity of care. A great strength of the setting is in its ability to fully safeguard children. Children's health and welfare is effectively promoted through a wide range of effective policies and procedures. Self-evaluation is an integral part of the management of the setting, ensuring that staff are able to identify areas for improvements as part of an ongoing cycle. As a result, show a good capacity to continually improve.

What steps need to be taken to improve provision further?

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

- ensure that all staff consistently make systematic observations and assessments of each child's achievements and plan relevant motivating experiences that are both adult-led and child-initiated
- develop staffs skills to enable them to help children learn to make connections in their learning; are actively led forward and can reflect on their

learning

- provide a rich and varied learning environment that includes opportunities for children to use their problem solving reasoning and numeracy skills; undertake practical experiments and select tools and techniques they need to shape, assemble and join materials.

The effectiveness of leadership and management of the early years provision

The children are safeguarded extremely effectively owing to staff's excellent knowledge of child protection issues, including appropriate procedures to follow should any issues arise. Highly effective systems are in place to identify if children are at risk and staff are very vigilant and follow through concerns in a sensitive manner together with parents and relevant agencies to promote best outcomes for children. There are robust recruitment, vetting and induction arrangements in place to ensure that staff who are working with children are suitable to do so. All staff hold appropriate qualifications and are effectively deployed within the nursery to ensure children are cared for very well. Robust risk assessments covering all aspects of the setting are maintained very effectively. Staff are vigilant in carrying out regular risk assessments and daily safety checks to ensure that children are safe in all areas of the setting.

Management provide strong leadership and this enables staff to work well together to promote good quality care for all children. The nursery runs smoothly on a day-to-day basis, underpinned by the comprehensive range of policies and procedures that are regularly reviewed. These are understood by all staff. There is a good key person system in place to ensure each child receives individual care to meet their needs very well. Staff understand their different roles and responsibilities and good planning ensures that they are suitably deployed. Generally good quality resources are accessible helping children to make independent choices. However, staff do not always make best use of the resources by having the full range accessible to children to extend all areas of their learning. For example, there are limited resources out for the children to develop their skills in problem solving, reasoning and numeracy, designing and making and exploring and investigating. This hinders staff's ability to create a positive and enabling environment for the children.

Parents highly value the care their children receive. They are involved in the setting and are able to share and contribute to children's developmental records as they wish. Many parents choose to do this and also enjoy taking home 'Cheeky Monkey', which is a soft toy that is shared between the children. Through this activity parents record activities they have been involved in with their children, using photographic and written evidence. This helps children develop attention and listening skills. There is also an excellent two-way process of sharing information between parents and staff to support children's learning at home. They are fully involved the whole process through daily chats with their child's key person and parents are also invited into the setting for lunch and to take part in singing activities. Partnerships with other agencies involved in promoting the well-being of children are excellent. This helps the staff build a full care package for children to enhance different aspects of their lives. Partnerships with schools that children

move on to means that the transition process is smooth.

Children benefit from an inclusive environment. Staff are fully aware of children's learning styles and abilities, including those children with additional needs. Staff monitor children's progress in communication and language through the 'Every Child a Talker' scheme, to give children the best start in life. Those children who learn better outdoors are given good opportunities to access outdoor play regularly. The nursery actively promotes equality of opportunity by ensuring that all children and their families are valued and respected. Staff promote children's understanding of people's similarities and differences through a range of activities, such as festival celebrations. In addition, children have access to a selection of play resources that reflect positive images of the wider world. However, there are limited resources and displays that positively represent disability in society.

Management effectively share their high ambitions for the nursery and successfully implement improvements to enhance the quality of the provision. These arise through continuous evaluation that includes the views of parents, carers, children and staff. Management use various tools for monitoring the effectiveness of the setting alongside the local authority. They are currently developing staffs understanding of the Early Years Foundation Stage, observations and planning.

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

Children enjoy their time at the nursery. It is a welcoming environment with displays of children's work and illustrations to support their learning, as a result, children are making satisfactory progress towards the early learning goals. Most staff have a generally good understanding of the Early Years Foundation Stage, which is reflected in the practice. Staff plan activities that are flexible, responding to children's individual interests, their starting points and their capabilities. Staff are committed to getting to know the children well to ensure that they can meet individual needs. They observe and assess children's progress and identify the next steps in their learning. However, there are some inconsistencies in the completion of development records between the staff. Also, some staff have yet to fully grasp the new process introduced for the planning of activities, which has led to limited adult-initiated activities to enhance learning in particular areas of the nursery.

Children have a positive attitude towards learning and confidently participate in the range of activities and first-hand experiences provided. Staff are fully involved in children's play, however, do not always provide sufficient challenge to help develop children's thinking processes and help them make connections in learning.

Children are developing their early writing skills well, they have suitable opportunities to write for different purposes and have access to a range of writing resources, which they select independently. Toddlers enjoy making marks on paper with paint, using their hands and brushes. They delight in the feel on their hands and creatively experiment adding glitter and mixing the colours and textures. Children are learning to be very independent in the setting. They confidently help themselves to resources; babies and toddlers are encouraged to feed themselves

whilst pre-school children enjoy serving their own breakfast and lunch. Children also attempt to put on their own coats and shoes and are helpful to staff, as they help tidy up resources.

Children have good access to information and communication technology to support their learning and to help them develop skills that contribute to their future economic well-being. They explore the different programmes on the computer using the mouse to make changes and toddlers enjoy pressing buttons on the different activity toys to investigate what happens. Children also enjoy exploring different materials in the treasure basics and take part in lots of sensory activities, such as, playing with foam, gloop, sand and water. They learn about shapes and numbers through activities and songs. During circle time children guess the shapes of objects as they are pulled from a bag and they talk about how they are constructed, such as, a triangle has three sides. All staff apply clear and consistent boundaries, so that children develop knowledge of what is expected and display positive behaviour. Children in pre-school have made up their own 'rules' of the setting, with phrases, such as, 'You need to play with somebody nicely' and 'Listen to the grown ups'.

A healthy lifestyle is actively promoted with daily opportunities for children to play outdoors where they practise their large physical skills as they climb, slide and balance on the good range of equipment. Children benefit from meals and snacks that are healthy, nutritious and support their individual dietary needs. For example, they enjoy eating a selection of fresh fruits daily as well as freshly prepared meals on site by the cook. In addition, children have good access to fresh drinking water. The setting has the 'Cute Fruit Award', which promotes children's understanding of dental hygiene. Children also follow good hygiene practises when they wash their hands before meals and after visiting the bathroom. Toddlers and babies have their own bed linen and cloths to prevent the spread of infection.

The children develop a sound awareness of staying safe. Staff teach the children to take responsibility for themselves and how to use tools safely under appropriate supervision. They also take part in regular fire drills and learn about road safety during activities, such as, visits from 'Stan the lollypop man'.

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	1
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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