

# First Class Childcare Centre

Inspection report for early years provision

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<b>Unique reference number</b>	309424
<b>Inspection date</b>	14/12/2010
<b>Inspector</b>	Wendy Fitton

<b>Setting address</b>	Pick Up Street, Clayton le Moors, Accrington, BB5 5NS
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<b>Type of setting</b>	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**

First Class Childcare Centre Clayton is one of nine nurseries owned and managed by the First Class Child Care group. The nursery was registered in 1997 and operates from a building on two levels to cater for children from three months up to eight years. It is situated in the Clayton-le-Moors area of Accrington in Lancashire. The nursery is registered on the Early Years Register and both parts of the Childcare Register. The nursery is registered for 48 children under eight years, of whom no more than 48 may be in the early years age range. There are currently 43 children on roll. The nursery provides funded early education for three- and four-year-olds. After school care is also provided.

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 is accessed via a small step and is on two levels. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are a team of 10 staff including the manager, of whom eight hold a National Vocational Qualification at Level 3 or Nursery Nursing qualifications. The manager has a level 4 qualification and is working towards the Early Years Foundation degree. Support staff are employed for site maintenance and cooking meals.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are well cared for in a very welcoming and child-centred environment. The nursery is fully inclusive and reflects the children's backgrounds, community and family lifestyles. The organisation of the activities reflects interesting, varied and imaginative experiences, to meet the needs of the children well. They make good progress in their learning and development. There are excellent partnerships established with both parents and carers, with very 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 effective and management continue to evaluate the setting.

## **What steps need to be taken to improve provision further?**

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

- continue to develop effective systems for self-evaluation and plans for the future to further promote the outcomes for children and the organisation.

## **The effectiveness of leadership and management of the early years provision**

Children are well protected and safeguarded through the policies and procedures that are in place to 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 are experienced and qualified in areas of learning and welfare of young children. Certificated training includes childcare and education, first aid, safeguarding, behaviour management and equality and diversity. Comprehensive risk assessments and effective health and safety practices are in place and help to ensure that children's safety and well-being are maintained. Management, staff and parents are involved in the self-evaluation process and so continue to improve the quality of the provision and further promote the outcomes for children. The manager identifies the group's main strengths and weaknesses and continues to support staff through self-reflection, team meetings and further training.

Children make good progress in their learning and development as the deployment of resources is excellent. Staff use resources and equipment creatively and imaginatively and are positive in making changes and taking things forward, for example, in relation to the enhancements of areas with new furniture and equipment to interest and challenge the children with free access and choice.

Partnerships with parents are excellent 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 the notice boards, the website, newsletters and joining in with activities and fun days. Settling-in 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 of each child. Parents have opportunities to be involved in their children's development and progress as they see their children's profiles. Partnerships with other professionals and agencies are good and ensure children are supported and that there is continuity of learning and care. Staff link with the early years teacher team, the area special educational needs coordinators and local authority support networks. The environment is fully inclusive, reflecting the local community and the families that attend.

## **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 with access to a range of resources for children to play, explore and become active learners. The planning of the learning environment is linked to the six areas of learning and children play freely and spontaneously. Staff respond to the information provided by parents and there are effective systems in place for observing and assessing the children as they progress towards the early learning goals. For example, a weekly plan targets the needs of individual children. Each child has a learning journey that shows photographs, planned observations and their future learning needs. Children are then assessed against the early learning goals to monitor their progress. Parents access the profiles and are invited to comment.

The learning environment is really well planned and creatively organised to cover

all the areas of learning. Children are very well settled and relate well to their key person who supports them during their play and learning. They develop their social and emotional skills as they respond to the routines of the day. They spend time with their key person and feel secure. Children freely access the toys and resources and make choices about where they want to play and so develop their independence. Children follow simple instructions to help to tidy up and wash their hands before lunch.

They develop their skills for communication, language and literacy as they see lots of labels on everyday objects. They see their own artwork displayed and write their own names on their pictures. Children chat to friends confidently during their lunch times, they ask questions and show interest in what is happening. Children develop their mark making through access to writing tools and experiences with paint and crayons. They experience a well planned outdoor area and develop their physical skills by climbing and balancing on large wooden equipment in the outdoor area. They use threading toys, make jigsaws and use small tools to develop their fine motor skills. Children construct and build with bricks, interlocking shapes and road and rail tracks to develop their problem solving skills. They name colours, sort and group shapes and objects and match the colours of their drinking cups at the lunch table. They explore and investigate technology toys, such as computers, toy telephones and musical activity toys. They develop their imaginative and creative skills through role play activities in the home corner, exploring craft materials and different textures.

Staff are fully committed to good quality care. This actively promotes the children's knowledge and understanding of safety, healthy lifestyles and develops their skills for the future which enables them to make a positive contribution. Children feel safe in the setting and understand about issues relating to safety. They know to hold the handrail when using the stairs, not to run inside and to use equipment and tools in a safe manner. Children are familiar with their key person and make special bonds through settling-in sessions.

Children are provided with a healthy balanced diet and learn about being healthy and active. They participate in regular outdoor activities, music and movement and they sleep and rest as they need to. Children's behaviour is managed effectively and in a manner appropriate for their stages of development and particular needs. They are encouraged to develop the habits and behaviour appropriate to good learners, their own needs and those of others. There is lots of evidence of children thinking about feelings and sensitivity to others as they share, play cooperatively and help and support each other. Staff are very positive, keen and interested in helping children to learn and distinguish between right and wrong using positive strategies.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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