

# Haslingden Community Link Childcare Services

Inspection report for early years provision

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<b>Inspection date</b>	17/01/2011
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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

Haslingden Community Link Childcare Services was registered in 2000. It is managed by a charitable company. It operates from three rooms in a converted school building in Haslingden. There is a fully enclosed play area. The setting is open Monday to Friday from 7.30am to 6pm for 51 weeks of the year. The building is fully accessible.

The setting is registered on the Early Years Register. There are currently 109 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for three and four-year-olds. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

It is part of a Children's Centre which offers a range of services to the local community, these include a creche. This provision is registered on both the voluntary and compulsory parts of the Childcare Register.

There are 19 permanent staff members who work directly with children and 18 hold relevant childcare qualifications at Level 3 or above. The manager has attained a Foundation Degree in Early Years Childcare and Education. In addition, two other members of staff have Foundation Degrees and one is working towards a Foundation Degree. The setting has been awarded the ICAN accreditation for speech, language and communication development in young children.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a warm, caring and stimulating environment for children. The whole staff team are committed to ensuring every child feels safe and secure. Most aspects of observation, planning and assessment are very good. Children fully participate in the good range of activities provided for them which results in them making good progress in their learning and development. Their individual needs are met well as staff have a good knowledge of each child in their care. Most aspects of partnership working are very good which ensures consistency in the care provided and enables all children to enjoy and achieve. The whole staff team work closely together to ensure the ongoing improvement of the nursery and improve outcomes for children.

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

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

- develop the observation, assessment and planning systems to ensure that the staff team are fully confident in its delivery and to ensure each child's next steps in their learning and development are identified and met

- develop links with other settings that children may attend to ensure that each child receives a challenging and enjoyable programme of learning and development
- develop ways of encouraging parents to share their observations of their children's activities and interests to help inform future planning for their individual needs
- improve opportunities for all children to explore and learn in a challenging outdoor environment.

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

There are clear practices, policies and procedures in place which are regularly reviewed and clearly understood and implemented by the staff team. These contribute to the safe and efficient management of the setting. Staff have a good understanding of the safeguarding policy and the procedures to follow should they have a concern about a child in their care. The management team has good links with other agencies which result in children being fully protected. Robust recruitment, vetting and induction procedures ensure the suitability of staff who work with the children. There are clear procedures in place to monitor their ongoing suitability. For example, vetting procedures are completed every three years.

Children are cared for in a safe, secure environment. High staff ratios ensure that staff are deployed effectively to support children and maintain their safety. The staff team work well together, supporting each other to ensure consistency of care for individual children. For example, at times of transition when children progress from room to room. Play areas are well-cared for and children access a good selection of interesting toys and resources. A warm and welcoming staff team help to create an accessible, family friendly environment where children learn through play.

Self-evaluation systems are developing well and demonstrate that the management and staff team have a very good understanding of the key strengths of the setting; areas for improvement are successfully identified. They demonstrate a strong commitment to promoting positive outcomes for children by developing their own knowledge through ongoing training. Self-evaluation also incorporates input from parents, therefore further supporting ongoing improvement. All recommendations made at the last inspection have been completed and have improved children's care, safety and learning.

A good level of information is gathered initially from parents to support children settling-in and to enable staff to respond effectively to their care needs. Children's progress records are freely available to view at any time; they have opportunities to share these more formally at parents evenings twice a year. Parents are encouraged to contribute to children's learning at home, particularly in language and literacy and mathematics. This is achieved through the Borrow a Book for Bedtime scheme or mathematics activity cards. The latter particularly bring mathematics to life as children learn to recognise patterns and shapes in everyday

objects, such as duvet covers or count the number of steps whilst they walk in town. Effective systems are in place to support children with special educational needs and children with English as an additional language, resulting in them making good progress. Strong relationships have been established with local schools to promote consistency and continuity of children's care and learning. However, relationships with other settings that children may attend are not fully developed.

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

Meals are freshly cooked on-site; they are well-balanced and encourage children to enjoy a wide variety of nutritious foods. The youngest children relish their food and eagerly ask for more, while older children learn about portion control and their own needs as they serve themselves. Children's individual dietary needs are closely monitored and catered for. This means that each child's welfare needs are given close attention and inclusion is reflected in practice. Children learn about the importance of healthy eating as they visit the local greengrocer's to purchase fruit and vegetables for their snacks. They help prepare these and use mathematical language correctly as they decide whether to slice or quarter them. Good organisation of daily routines provides regular opportunities for children to benefit from fresh air and exercise in the outdoors. They build and balance with crates or ride on the cycle track. Visits to the local school for Tuneful Tots sessions enable children to engage with other children and learn about their local community, while visits to the park enable them to develop their physical skills. The outdoor area has been identified as an area for development to offer children more challenge and variety.

Warm and caring relationships with the staff help children to feel safe and secure in their surroundings. They receive lots of praise for their efforts and confidently seek reassurance if they are tired or upset. They learn about possible dangers and how to keep themselves safe through planned activities, such as fire evacuation procedures. This is supported by clear rules about the safe use of equipment, such as how to use scissors or how to walk safely. For example, on outings, children all wear high visibility vests and learn to cross the road at recognised crossings. Visual timetables of the daily routine are displayed in each of the rooms which mean that children know what will happen next; this contributes to their sense of security.

Children behave very well; they receive high levels of attention and are engaged in interesting activities. During group activities, such as board games, they learn to share and take turns. Any disagreements between children are sensitively and calmly handled by staff with explanations being given at all times. As a result, children learn to respect the needs of other children.

Children make good progress in their learning and development because key workers know their key children very well. They make regular and useful observations of what children can do. These are evaluated against the six areas of learning to identify children's next steps and any gaps in their learning. As a result, children receive an appropriate level of support and challenge to enable them to

make the best progress possible. However, the links between these evaluations and the planning of activities are not yet fully effective. In addition, ways of involving parents in inputting their observation of children's play and achievements are not fully developed.

Children's independence is promoted well. They are able to make decisions about their play; they know where to find toys and resources that they want to use and they are able to access them and tidy them away easily. Younger children enjoy exploring the sensory area; playing with sand or watching in fascination as they make sounds with musical instruments. Good levels of support from staff and effective use of questioning whilst children play encourages children's developing language skills. Staff recognise the different ways in which girls and boys learn and make changes to accommodate this. For example, building blocks are numbered from one to ten in different languages to meet the diverse languages spoken in the nursery. Children have to find the corresponding number and then, with the aid of child-sized diggers, they move the bricks into place to build a wall. Children make good use of the communication-friendly spaces as they sit on large floor cushions and snuggle up to a member of staff as they read books and stories. They become familiar with technology as they use the computer and play games on the interactive whiteboard. These fully support the development of skills they need for the future.

## 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	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

<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

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