

# Childrens Learning Centre

Inspection report for early years provision

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**Unique reference number** 109689  
**Inspection date** 18/03/2011  
**Inspector** Michele Beasley

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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**

Children's Learning Centre opened in 1991. It includes a day nursery, pre-school an after school club and a holiday play scheme. It operates from the ground floor of a converted house in Emsworth, Hampshire. The nursery serves the local community and is a privately owned group. The nursery opens for 51 weeks a year from 8am to 6pm Mondays - Fridays. The setting runs an afterschool and holiday club. Pickups take place from two local schools.

The setting is registered under the Early Years Register and the compulsory and voluntary parts of the Childcare Register. They may care for no more than 50 children at any one time. There are currently 120 children on roll, 53 of whom are in receipt of government funding for nursery education. There are systems in place for children who have English as an additional language and those who have learning difficulties and/or disabilities.

There are 16 members of staff. Of these, all staff hold early years qualifications. The nursery receives regular support from the Local Authority and the Pre-school Learning Alliance.

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

Overall the quality of the provision is outstanding.

Exemplary partnerships with parents, carers, the local school and other agencies, ensure that children's individual and additional needs are exceptionally well met. Children thrive in the setting and make outstanding progress in their learning and development. Regular self-evaluation by the owner, manager, staff, parents and children successfully identifies areas for development and reflects an excellent capacity for further improvement.

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

To further improve the high quality early years provision the registered person should consider:

- provide a range of large play equipment that can be used in different ways, such as 'A' frames

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

Children's welfare and safety are effectively protected as staff have a comprehensive understanding of child protection. All receive regular safeguarding training and are experienced in attending conferences and reviews which help to

protect children from harm. Detailed safeguarding policies are in place and staff have a robust understanding of their responsibilities and procedures to follow should they have concerns about children's welfare or safety. Staff are vigilant and ensure they accurately identify visitors to the premises. Children are protected as highly effective recruitment and vetting procedures are followed by a dynamic well-organised team who ensure records are maintained. Adults are vigilant in enabling children to learn how to keep themselves safe. The setting is exceptionally well equipped and secure and this safe and very supportive environment enables children to blossom and become very good learners.

Exceptional partnership between parents and carers are in place where they are highly valued as an integral part of the nursery. Parents are fully included in their child's care and learning and many systems are in place to involve parents in ways that do not put them under undue pressure. For example, parents may complete questionnaires and are invited to open evenings, workshops and special events. In situations where parents may have difficulties due to family commitments, alternative arrangements are made to suit their needs. For example, by communicating via email. Each day staff talk to parents individually about what their child has been doing and suggest ways that they may extend and continue this at home. Parents are provided with excellent information about the nursery and their child's learning. They contribute to their child's profile and have regular access to their child's progress records. Children have home link books which are used as a two-way means of communication and a link to home. Staff keep them very well-informed and have established solid links that significantly contribute to a child's continuity in learning and their security.

Excellent links are formed with other nurseries, schools, health care professionals and early years advisors. This practice aids transitions and enhances professionalism. Staff skilfully and effectively support and promote children's acceptance of equality and diversity by ensuring the uniqueness of each individual is valued and all children are fully included in all activities. The setting takes extensive steps to ensure the needs of all children are met as they adapt the environment and undertake additional training to ensure that the needs of the child are at all times their main priority.

The enthused, dynamic manager provides effective leadership for a team of highly experienced, well qualified and motivated staff. She is committed to developing staff expertise and together they identify their training needs. The setting is particularly well-managed due to the meticulous organisational skills of the manager. Staff are highly valued and are involved in driving improvement. Morale amongst staff is extremely high and all staff work seamlessly together. Management lead and encourage a culture of reflective practice. Ideas for continuous improvement are clearly identified by the management team, staff and parents and from listening to the children. The recommendation from the previous inspection relating to reviewing and updating the complaints policy in line with current guidelines has been achieved.

The nursery is exceptionally very well-resourced, providing opportunities for active learning in all areas both indoors and outdoors. There is a superb balance of child-initiated and adult-led activities with easy free-flow from indoor to outdoor activity.

A safe, stimulating and enabling learning environment successfully supports children's play and exploration. Children make exceptional progress due to the staff's considerable expertise, enthusiasm and caring attitude. Children benefit from a considerable wealth of opportunities in an inspiring setting where the forward thinking and willingness of staff to take steps needed, going above and beyond in order to meet a child's needs.

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

This outstanding nursery provides high quality education and care. The key reason for its many successes is that the manager is a superb leader who has the highest possible aspirations for herself her staff and children. The owner and staff clearly value each child as being uniquely special. A sensitively planned induction programme means that all children have a very happy and successful start to their education. An outstanding partnership with parents and carers is swiftly established to ensure that parents are fully involved and familiar with the learning centre before their child joins.

Babies and toddlers develop a strong sense of security through close and caring contact with key adults who spend time with them and their families and whom they get to know really well. The all-round development of the youngest children is successfully promoted by activities specially planned or adapted to their needs. They can choose what they want to play with, gradually developing longer periods of concentration as they use all their senses. The homely, nurturing environment and the welcoming, smiley staff ensure that the home-school bond is firmly established. Staff are exceptionally skilled at encouraging very young children to communicate. They are also enthusiastic play partners, happily washing dolls in a baby bath or encouraging messy play with the babies and toddlers. Parents feel valued and active partners because staff spend time with them to gather information about their children. Feedback from parents in questionnaires and letters is overwhelming in giving the staff the highest accolades and ultimate respect.

The vibrant learning environment with bright rooms are filled with excellent displays. This conveys the outstanding achievements of the children and the high expectations of staff. The children are excited to come to the learning centre and love to learn new things. This is because relationships between staff, children and parents are excellent and because a well-planned, stimulating and exciting curriculum, indoors and outdoors, supports their learning exceptionally well. Children are starting to learn skills for the future, such as recognising their own names as they self-register. They have group times and one to one with members of staff to reflect on phonics and number recognition. They have the opportunity to care for the setting's cuddly toy for a period of time and share their experiences. Children use the computer with confidence, often selecting their own programmes and use the mouse with confidence. Children are very well supported by the staff and build positive relationships with very good interaction.

The outdoor learning area is freely available at all times. Children love being outside and confidently learn to take risks in a safe, supervised environment. They can happily look for minibeasts with magnifying glasses, sit reading books in a book area, plant fruit and vegetables and use guttering to race toy vehicles down. They demonstrate good spatial awareness as they ride bikes and trikes and develop use of their larger muscles as they jump, bend and stretch. However, the climbing equipment is less challenging to older children who easily climb on and off of it. This is an area the manager is aware to improve on. The after-school care and holiday provision use these outdoor facilities as well as having their own permanent base rooms in the setting.

Children's personal development and well-being are excellent because adults provide warm physical and emotional care so that children feel very safe and thrive. They behave very well and work and play in harmony with no squabbling. Children work very well with adults and independently. All children are situated on the ground floor of the building in playrooms determined loosely by ages. These are skilfully organised into workshop areas to cover all the areas of learning. Through the enticing range of high quality equipment and activities provided, such as using bricks and mortar to build a wall the outstanding teaching ensures children are constantly challenged and motivated. Children have access to a computer, remote control toys and a range of programmable toys to stimulate and extend learning in all areas and develop valuable skills for future learning. Babies have access to push button and musical toys. A variety of treasure boxes containing objects of varying textures and natural materials, enrich babies sensory experiences. Children are encouraged to talk and are able to express themselves in a safe and caring environment. Their communication skills are fully promoted through pictorial signs which include photographs of children in their area developing their sense of belonging and identity. Effective labelling enhances children's understanding of the written word. Children enjoy sharing books which they access independently and enjoy sharing a familiar story. They benefit from consistent opportunities for mark making and have a wide variety of opportunities to be creative and self select as they paint, draw and make collage pictures.

Assessment of children's learning and development is excellent so that children needing extra help or more challenge are swiftly identified. Children are proud of what they do. Staff are observant and note progress, recognising when a child masters a new skill or solves a new problem. They celebrate children's success and offer praise for their achievements. Adults encourage children who are less sure of themselves to take part in alternative activities to help them gain in confidence and join in successfully. Children are keen to show off models they have made to staff and visitors such as a castle made out of junk modelling. This idea was initiated from a child who has an interest in knights and castles. This is followed up by exploring a reference book about the subject, then making a castle and adding small medieval knights to it. Staff encourage all children to develop their own learning. They support and challenge them to build on what they already know, and to extend their skills. They encourage them to make their own choices, to pursue their interests further and to achieve more. This gives children an overwhelming sense of belonging.

A wide range of activities and resources which portray positive images help

children to learn about diversity. They celebrate special days such as Holi, the Hindu festival of colour, children make collage pictures of coloured rice and take home a poem about the celebration. They taste foods from different countries and see print in different languages. Children are learning some basic sign language which extends their knowledge of how we communicate in various ways.

Children's health and well-being are promoted very effectively. They are extremely well-nourished and have a varied nutritional diet that is freshly cooked and home-made on the premises. Children are highly supported to develop good personal hygiene habits and become very capable at doing this independently an early age. They learn to understand their body's needs through topics and exercise, such as, being thirsty or tired and independently access drinks or have a rest when they need one.

Children are very cooperative and respond extremely well to staff and the simple rules that are in place to keep them safe. They learn about road safety and know why it is important to listen out for traffic and to hold hands to cross the road when posting a letter with nursery staff. Children practise fire drills and understand the need to evacuate the building swiftly and listen to staff. Special visitors who are invited to the nursery further develop children's understanding of safety, such as, visits from the police and fire brigade.



## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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