

Newburgh All Round Care

Inspection report for early years provision

Unique reference number 309785
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Inspector Eileen Rigby

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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

Newburgh All Round Care is run by a committee and offers both nursery and out of school care. It was registered in 1999 and operates from a purpose built building and three rooms within Newburgh Church of England Primary School which is situated in the village of Newburgh in Lancashire. Children have access to a secure enclosed outdoor play area. A maximum of 16 children aged from three years to under eight years may attend the setting at any one time. The setting also offers care to children aged eight years to 11 years. The setting is open Monday to Friday during term time only. Nursery sessions are from 9am until 3.30pm and children attend a variety of sessions. Out of school sessions are from 8am to 9am and from 3.30pm to 5.30pm.

There are currently 56 children on roll. Of these 19 are under eight years and of these 26 are within the early years age range. The setting is in receipt of funding for early education. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are three members of staff who work directly with children. Of these, two hold a qualification at level 3 in Early Years and one holds a qualification at level 2 in early years. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are friendly and confident in this vibrant and inclusive environment where they make good progress in their learning and development. They are good communicators and independently access an outstanding range of resources both inside and outside. Overall, children's individual needs and interests are effectively considered and they enjoy a variety of stimulating and exciting experiences. Effective self-evaluation and reflective practice ensure the setting has a good capacity for continuous improvement. Highly effective staff deployment and thorough records, policies and procedures effectively safeguard and promote children's welfare. This is supported by excellent partnerships with parents and carers.

What steps need to be taken to improve provision further?

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

- develop further the planning of appropriate learning activities based on children's individual interests and needs, particularly for group activities.

The effectiveness of leadership and management of the early years provision

Staff have a good awareness of safeguarding procedures. They understand the process to follow if they have any concerns and their obligation to keep children safe. Policies and procedures accurately reflect current Local Safeguarding Board guidelines. Robust systems of recruitment, interview and vetting procedures are followed to establish staff's suitability to work with children. Daily organisation of responsibilities and routines is good and well-established. Detailed annual and daily risk assessments ensure the environment, equipment and all available play areas are safe and secure.

Children thrive as a result of the highly effective deployment of staff, use of the available space and extensive range of high quality furniture, equipment and resources. Children experience excellent opportunities to investigate and explore, particularly in the outdoor environment. The setting promotes equality and diversity well through an excellent range of resources that depict positive images of gender, ethnicity and special educational need and disability. Children's understanding of the wider community is fostered by a range of visitors, such as an Indian dancer and a belly dancer. This knowledge is enhanced further through a display of French can-can dancing. Children are regularly involved in local community events such as the village fair.

A successful system of self-evaluation, detailed action plans and reflection demonstrates the settings commitment to maintain and improve practice and provision. Changes made to date have had a positive impact on the overall quality of the early years provision and on the outcomes for children. Firm and positive relationships with school staff and other early years settings ensure children's transition to school are seamless. Excellent systems of communicating with parents and carers impact positively on children's learning and development. Parents and carers are welcomed each day with extensive opportunities for informal discussions. Their opinions are highly valued and staff are inspired by their comments. The outstanding partnership between staff and parents and carers has established extremely high expectations for children to achieve their full potential.

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

Children are confident and secure in their surroundings. They independently access the areas of continuous provision displaying resourcefulness and creativity. They enjoy independent access to an excellent range of resources and equipment which is stored and maintained exceptionally well. The outstanding use of resources, space and staff is clearly beneficial to children's learning and development.

Children display high levels of confidence in climbing and balancing with a good awareness of safety and appropriate behaviour. They have a particular interest in the outdoor area which offers exciting and interesting activities for all areas of learning. The free-flow system between the indoor and outdoor environments

fosters children's independence and freedom. Children's communication, language and literacy development is fostered through a wide range of books, songs and action rhymes. A quiet, comfortable area encourages individual children and small groups to rest, access books or converse. Staff are enthusiastic and knowledgeable. They display friendly and sensitive interactions with children and extend their learning and development through enhancing provision. Children have ample opportunities to develop counting and number skills through a range of activities and resources. For example hiding and counting treasure in the sand tray. They enjoy access to a computer, remote control cars and programmable equipment. A large assortment of craft resources cultivates children's creativity. Samples of children's paintings, drawings and creations are displayed extensively throughout the setting. Their efforts are praised and valued and children display significant levels of self-esteem and achievement. Snack time is a relaxed occasion where children share recent experiences and staff encourage communication, asking relevant and open ended questions. Children are reminded to adopt good personal hygiene routines and the benefits of healthy diets and exercise are explained. Such skills ensure they are well equipped for their future success.

Children's learning journals show that their progression from their starting points towards the early learning goals is good. Detailed observations and next steps are used effectively to plan relevant, interesting activities for small groups. However, the planning of appropriate learning activities based on children's individual interests and needs, in larger groups is less well developed. Staff demonstrate a consistent approach to managing behaviour and are excellent role models towards each other and the children. As a result, children's behaviour and attitude to learning is outstanding. They respond very well to requests made of them and demonstrate excellent negotiation and cooperation skills. They are considerate towards each other and take turns and share with minimal support.

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	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	2
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