

# Re:d Centre

Inspection report for early years provision

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<b>Unique reference number</b>	EY100151
<b>Inspection date</b>	02/06/2011
<b>Inspector</b>	Janet Singleton

<b>Setting address</b>	Morley Street, Bury, Lancashire, BL9 9JQ
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<b>Telephone number</b>	0161 763 3939
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**Email**

<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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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**

The Re:d centre out of school provision is run by the Action For Children charity and was registered in 2001. It operates from a purpose-built unit specifically for children with special educational needs and/or disabilities in Bury town centre. The centre serves the Borough of Bury and has strong links with the school and external agencies. The centre is accessible to all children and there is a fully enclosed area available for outdoor play.

The out of school operates from Monday to Friday from 3pm until 9pm during school term times. The holiday club operates from 10.30am until 3.30pm. Weekend care is from 9.30am until 4.30pm. Children are able to attend for a variety of sessions. A maximum of 10 children may attend the out of school club at any one time. There are currently two children attending who are within the Early Years Foundation Stage. The centre also offers care to children aged over five years to eight years. The centre is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs 11 members of child care staff at the time of the inspection. Of these, all hold appropriate early years qualifications at level 2 or above. The team leader is qualified to a level 6 in early years.

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

Overall the quality of the provision is good.

The Re:d centre effectively uses the observation and assessments on children to plan for their individual needs, resulting in meaningful care plans being put in place. The setting promotes all outcomes to assist children in making good progress and compliments the care received in school. The key-worker system ensures children are very well supported, with some having a one-to-one ratio. Good policies and procedures are in place to support children and are regularly reviewed. Partnerships with parents and other agencies are outstanding, resulting in children's needs being clearly identified, providing a fully inclusive, safe environment. There are good monitoring systems in place to evaluate the practice and ensure the continual development of the provision takes place.

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

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

- ensure the observation and assessments reflect the learning goals that children are working towards and are linked to the Early Years Foundation Stage
- ensure the poster for contacting Ofsted is updated to reflect the new

telephone number.

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

The arrangements for safeguarding are good. Robust vetting procedures ensure that all staff are safe and suitable to be with children. All checks for the staff are in place and include a criminal records bureau check. Because of the high staff ratio depending upon the complex need of the children, this means they are fully supported and kept safe. Comprehensive policies and procedures support children's personal care, welfare and learning and provide a consistent approach to their individual needs. Observation, reviews and planning all contribute to the identification of the needs of the children against the outcomes. Although the effective planning and observation system is comprehensive and very individual to the child, the early learning goals regarding those that are being progressed are not truly reflected to monitor children's progress against them. However, through exceptional and outstanding working relationships with parents and other agencies and the superb regular reviews, children's individual learning priorities are completely identified and planned for. Comments from parents are highly positive and include the friendliness of the staff, the progress their children are making and the welcoming and supporting environment provided. The poster for contacting Ofsted is out of date and has the incorrect telephone number for contacting the regulatory body.

Outstanding deployment of both the high quality resources and high staff ratios support children to make excellent choices and be involved in all activities. The environment is purpose-built and resources to support the needs of all children who attend, for example, lounge, sensory room, superb outdoor area, hall, messy room and rooms for the care of the children, allows for them to be supported according to their need. As a result of the positive environment, individual planning and contributions from all involved with the children ensures they are fully included and given an equal opportunity to make a positive contribution. The management team is very committed, enthusiastic and positive about change to improve outcomes for all children. The effectiveness of embedding ambition and driving improvement is good as the management team focuses on improving and changing the provision for children to fully meet their needs.

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

Children are happy, supported and enjoy their time at the setting. Through playing and learning in a very well equipped environment, they make good progress and outcomes for all children are fully promoted. Practitioners work on close staffing ratios and have good relationships with the children in their key group. The children behave well and systems for promoting and dealing with behaviour are good as staff have a wealth of experience and understanding of the complex needs of the children attending. Children benefit from the experience of socialising with other children and are able to make a positive contribution as their views are

sought through many different channels of communication, for example, Makaton and the use of communication boards.

Children delight in playing in the water as they fill containers and empty them, watching the water as it falls back into the tray. They climb on the climbing frame, supported by staff as they use the slide to come down, developing and practising their physical skills. They enjoy the swing and ask staff to push them higher, laughing and smiling with the movement of the swing. They play hide and seek and understand the need to take turns to hide and then to seek and find their partner. Visits to places of interest are planned and risk assessed, for example, bowling, walks to the parks and visits to Blackpool beach. As a result, this further develops children's understanding of the world around them and the natural world.

Through continuous play provision, children access all six areas of learning, for example, physical outdoor play, painting and role play, and are able to develop those areas identified as a priority for learning. Because of high levels of staffing, constant supervision and comprehensive care plans, children feel safe and secure in the setting. The individual care plans and the involvement of children in healthy snacks, personal care routines and hand-washing, results in children learning about good health practices and, therefore, cross-contamination is limited. Staff develop children's understanding of a balanced diet as they talk about milk being good for bones, nails and teeth. All children are involved as comprehensive daily planning is in place for the groups of children attending on that day, these being based on identified need. Children are supported as they play and learn in an environment that meets individual needs in a very specific manner and contributes to the good outcomes for all children.

## 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	1
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

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