

# Club 2000+ Childcare Ltd

Inspection report for early years provision

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<b>Unique reference number</b>	EY428500
<b>Inspection date</b>	11/10/2011
<b>Inspector</b>	Wendy Fitton

<b>Setting address</b>	North Valley Community Centre, Birtwistle Avenue, COLNE, Lancashire, BB8 9RR
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<b>Type of setting</b>	Childcare - Non-Domestic

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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

Club 2000+Childcare Limited registered again in 2011. The premises are situated in the North Valley Community Centre in the Colne area of Lancashire. The company is privately owned and provides full daycare for a maximum of 40 children under eight years. The provision is registered on the Early Years Register and both parts of the Childcare Register. There are currently 13 children on roll, of whom nine are in the early years age range. The nursery provides funded early education for three- and four-year-olds.

The provision is open five days a week from 8am to 5pm. Children may attend for before and after school sessions, morning and afternoon nursery sessions or full daycare. At present, the nursery operates term-time only, however, if holiday care is requested this can be accommodated. All children access secure outdoor play areas.

There are a team of five staff including the nursery manager, four of whom are qualified. The qualifications include National Vocational Qualification Level 2 and 3, a level 2 teaching assistant status, and the manager has an Early Years Degree. Another member of staff has Early Years Professional Status. The nursery is supported by the early years teacher team.

## 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 environment is fully inclusive and reflects the children's backgrounds, communities and family lifestyles. The organisation of the activities reflects interesting, varied and imaginative experiences to meet the needs of the children exceedingly well. There are excellent partnerships established with both parents and carers, with good links to other providers and professionals. The system for evaluating the quality of the provision is effective and continues to promote the outcomes for children and the organisation.

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

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

- continue to promote the overall effectiveness of the provision and use future planning to secure improvements which will bring about further positive outcomes for children and retain the quality of the organisation.

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

Children are well protected and safeguarded through the policies and procedures in place which ensure those working with children are safe to do so. The 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. They have qualification certificates for childcare and education and have completed workshops for first aid, food hygiene and safeguarding. Therefore, children's welfare is fully supported. There are comprehensive risk assessments and effective health and safety practices in place, ensuring children's safety is maintained. The system for self-evaluation is effective, and management, staff and parents are involved.

Children make rapid 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 labels, displays and additional resources to interest and challenge the children. Partnerships with parents are exemplary and help children to feel secure. Information for parents is displayed in the reception area and within the main playroom. The group operate an open-door policy and parents are warmly welcomed to talk to staff and share any issues. Parents are encouraged to be involved in open evenings and share information about children's development and learning through the learning journeys. Parents comment positively on the service they receive and state that staff are flexible to their working and family needs, that they are professional and loving and that the environment is cheerful. Partnerships with other professionals and agencies are good and ensure children are well supported and that there is continuity of learning and care. Transition meetings are undertaken with parents and schools and there are links with the local residents association. The local teacher team are currently supporting the provision to achieve the local quality award.

The environment is fully inclusive, reflecting the local community and the families who attend. Important information is shared with staff regarding children's medical needs, family lifestyles, cultural needs and their interests. Staff fully promote equality and diversity through the effective policies and procedures. Home visits feature as part of getting to know the families and their needs. All organisational information is displayed around the family-orientated environment. Children learn about diversity and differences through their activities, pictures, books and posters. All children have equal access to all activities and facilities.

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

Staff have a wealth of knowledge of the learning and development requirements. They support children's learning through well-planned activities and experiences, with access to an excellent 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. Children are assessed at the start of their journey with a tracking process. Observations are taken and collected to support the planning process and evaluations and next steps are taken to support the next stages of development.

Children are welcomed by their key people and feel secure in their environment. They are enthusiastic to participate and are happy. Therefore, they feel a sense of belonging. Children's own choices and interests are encouraged through the continuous provision and staff are highly skilled in supporting and encouraging the children to explore and investigate the toys and activities. Children are encouraged to follow flexible routines and good behaviour practices. They develop their physical skills and learn about being healthy and active. They grow and taste their own fruit and vegetables and spend time outside, digging, planting, climbing and keeping active on physical play equipment. Children learn about animals in the farm and talk about the noises they make, and they walk outside in the woodland areas and collect snails and mini beasts. Children discover mark making and recognise letters in their own names from their name labels for snack time. They use pencils, chalks and paintbrushes to make their own marks and create pictures and drawings. Children learn about their senses as they touch, feel, smell and see all the different objects on the sensory display. Children delight in the musical instruments as they shake, bang and blow to make their own sounds and rhythms. Children develop their creative and imaginative skills with role play toys and domestic home corner equipment. Children explore technology and find out how things works with telephones, tape recorders and computers.

Staff are fully committed to good quality care. This actively promotes the children's knowledge and understanding of safety and healthy lifestyles and develops their skills for the future, which enables them to make a very positive contribution. Children feel very safe in the setting and understand about the issues relating to safety. They interact and are allowed to experience challenging, stimulating experiences and calculate their own risk assessments. They are aware of the playground rules as they look after each other and follow instructions safely. Children play confidently and happily as they approach staff to ask questions. They are provided with healthy, balanced snacks according to any special requirements or health needs. The children are healthy and adopt good hygiene skills when using the toilet, before and after snacks and when they have played outside. Children have space and freedom to explore the outside and exert themselves physically to promote their well-being and health. Discussion of healthy body awareness is incorporated into the curriculum as a focused activity. Children are exceptionally well behaved as they are well occupied and interested in what is available. Staff are positive in their approach and manage all behaviours in a way that the supports children's understanding of what is right and wrong. Children learn the importance of good manners and to share and take turns. They understand about positive behaviour through the rules and boundaries displayed pictorially around the environment. Diversity and equality are promoted on a daily basis throughout the environment, and a celebration of children's identities and

achievements is acknowledged through the stickers, star charts and certificates. Therefore, children feel good about themselves.

## 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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
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