

Action for Children Sure Start Burnley Wood Children's Centre

Inspection report for early years provision

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Type of setting	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

Action for Children Burnley Wood Children's Centre is situated in Burnley Wood in Burnley. The centre provides full day care, sessional care and creche facilities for a maximum of 45 children from birth to five years. There are currently 29 children on roll. Children with English as an additional language and children with additional needs are welcomed to the centre. The centre is managed by Action for Children in partnership with Lancashire County Council. The main purpose of the centre is to provide early education and childcare, family support and health services within a local community.

The childcare facility is open daily Monday to Friday from 8.30am to 6pm for 48 weeks of the year. A range of sessions is available to accommodate the individual needs of families. Children may attend full- or part-time sessions and there is a creche facility for children whose parents are participating in groups or training. The premises are two storey and purpose built. Facilities for the children include a main playroom, bathroom and changing facilities, a sensory room, a soft playroom, a toy library and book library and access to an enclosed outdoor play area. The setting has disabled access via a ramp into the building. There are currently six key staff and a manager working with children. The manager has the Early Years Professional Status and another staff member is completing an early years degree. All staff have appropriate level 3 qualifications in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides a wonderful environment to enrich children's learning. The inclusive learning environment and the outstanding resources provide imaginative challenge to stretch each child's learning, play and exploration. However, documentation on assessments of children's next steps is inconsistent. Parents and carers are delighted with the provision made for their children. Partnerships with wider agencies and in promoting equality and diversity are exemplary. The management of the setting are forward thinking and are effective in their approach to self-evaluation of the setting.

What steps need to be taken to improve provision further?

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

- develop systems to ensure that observations of children's achievements clearly identify next steps in order to plan for future learning.

The effectiveness of leadership and management of the early years provision

All staff have completed training in safeguarding children. The relevant policy, procedures and contact details of the local authority departments are fully in place. These are shared with all staff and parents. The recruitment and selection process for staff is robust and clear vetting procedures are carried out to ensure suitability. For example, all staff and volunteers must have cleared Criminal Record Bureau checks. The extensive policies and procedures of the organisation Action For Children are used to promote a safe environment for all. The daily risk assessments cover all areas used by the setting, including the outdoors. All other records are effectively monitored, ensuring children and parent details remain up to date.

The environment is very conducive to learning and is exceptionally well maintained. The sensory garden and sensory room are an excellent resource. These areas are used extremely well by children and staff on a daily basis. There is a powerful inclusive ethos and outstanding commitment to the uniqueness of each child. They are nurtured, respected and discrimination is never accepted. Staff value each families' linguistic and cultural diversity and very effectively promote children's developing awareness and understanding of people's differences and similarities. For example, children are developing an interest in other countries by participating fully on theme work around the Netherlands. Children's cultural identity and home language are highly valued and reflected in the setting and this extends to the employment of bilingual staff and male staff.

The partnerships established with parents are strong. The key person system enables consistent contact for them and their children which further strengthens their relationships with staff. The children's individual assessment files provide photographs and captions for parents of the learning and progress taking place. Ongoing opportunities are offered to enable parents to contribute and share in their children's development through the assessment files. As a result, parents feel they do have a voice and play a vital role in their children's care and development and that their views are important. They comment very highly about the provision and remark 'this is the best place ever' and 'amazing staff, amazing place.' There are exceptional links with outside agencies and health professionals. The staff team is very keen to continue with their ongoing professional development and extensive training is used effectively to enhance the quality of children's care and learning. The management team appraise staff practice and develop the use of self-evaluation to effectively monitor and evaluate practice. The setting also works closely with the local authority and is progressing very well under the 'Steps into Quality' scheme. Since the last inspection, the setting has completed the recommendations raised around enhancing children's display work. This has ensured children gain a sense of belonging and outcomes for children are continually improving.

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

Children are happy, secure and making good progress in relation to their starting points. They eagerly participate in the wide range of activities on offer and display high levels of self-esteem and security. The environment is number and word rich and this helps children to recognise numbers and words and see how they are used. Attractive displays of children's work and photographs of them involved in play, help to inform parents and add to children's self-esteem. Each child is valued for who they are and staff know the children in their care well. However, staff have not fully embedded systems for effectively identifying and recording children's next steps in their learning and development. Consequently, children may not be fully supported or challenged to reach their full potential. Transitions into other setting are extremely well managed and ensure continued consistency in children's progress.

Children's communication, language and literacy development is fostered well, as they are provided with a wide variety of writing materials and have free access to a broad range of good quality books. They actively participate in puppet story play when they are encouraged to think about similarity and difference. They are learning about responsibility as they help to tidy up the sensory play based activities around shaving foam and beans. Consequently, their personal and social development is good. Excellent quality resources are plentiful and effectively promote all areas of learning. They enjoy demonstrating their counting skills as they count the natural play utensils they use outdoors. They are developing their understanding of mathematical concepts as they complete activities with water around weight, volume and measuring. Counting and number skills are integrated into children's play, along with songs and outdoor games.

Children learn about the wider world as they celebrate various events throughout the year, such as, Diwali, Chinese New Year, Eid and Christmas. They learn about living things as they grow plants and vegetables and look for mini-beasts. Children are becoming competent users of information and communication technology as they use a computer, cameras and remote controlled toys.

Children's health is promoted very well. Very high hygiene standards are maintained throughout the nursery and the nursery has achieved the 'Smiling for Life.' To achieve this standard the nursery had to show that they were working towards creating an environment where healthy eating is encouraged and there is a nominated oral health champion for the centre. Food provided is healthy and nutritious and the views of parents and children are taken into account when reviewing menus. All children experience lots of fresh air and physical exercise. The planning includes a weekly yoga, dance and movement. Children are learning to keep themselves safe as they practise road safety on outings and take part in emergency evacuation drills. Staff use praise and encouragement very well, which is effective in supporting all the children to feel positive and to build their confidence and self-esteem. This promotes their well-being and reflects their various needs in the importance of being kind, sharing and taking turns.

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	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	2

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