

Lighthouse Centre

Inspection report for early years provision

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Inspector Shelley O'Brien

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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

The Lighthouse Children's Centre registered in 1991 and is managed by the Lighthouse Christian Centre, through charitable funding. The nursery is situated in the Chorlton area of Manchester and is close to local amenities and parks. The children are cared for from three rooms over two floors with the baby room situated on the first floor. There are two secure outdoor areas for children to access when attending the nursery.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery may care for a maximum of 41 children at any time. Of these, not more than 13 may be under the age of two years. There are currently 42 children on roll and of these, five children are in receipt of the nursery education grant. Children attend the nursery for a variety of sessions. The nursery supports children who have special educational needs and/or disabilities. The nursery also supports children who speak English as an additional language.

The nursery opens from 8am to 6pm Monday to Friday all year round, except bank holidays and one week at Christmas. There are currently 14 staff, including, the manager who works with the children. All staff hold recognised childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A welcoming and effective service is provided for children as the staff team work well together to provide a stimulating and enjoyable environment. Overall children are making good progress in their learning and development as their needs are met through thorough observations and planning. Staff know the children well, this means their interests are also followed to further enhance their time at the nursery. Children have their individual needs met well by staff who work in close partnership with parents and carers. However, partnerships with other early year's settings are not as strong. The nursery team are committed to making continual improvements through effective self evaluation.

What steps need to be taken to improve provision further?

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

- develop further partnerships with other early year's settings to ensure continuity in the children's learning
- further develop the range of outdoor activities to offer opportunities to explore and learn in different ways.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of how to protect children, and recognise this as a priority. They are aware of the signs and symptoms of abuse and the procedure to follow should they have concerns about a child. All staff members hold current enhanced Criminal Record Bureau checks and their on-going suitability is checked. This means the children are protected from harm. Risk assessments are carried out on a yearly basis and daily health and safety checks carried out, this ensures the children are well protected when using the resources or accessing the different areas within the rooms. Children are further protected as the nursery keeps good records including accident, medication and attendance records.

The environment, both indoors and outdoors, is organised flexibly and creatively so children can choose from resources which interest them and extends their play. Children are cared for by a consistent, qualified and experienced team who are well deployed throughout the nursery. This means the children are happy and content with the adults who care for them.

Since the last inspection the nursery has put into place the recommendations made, which means they are meeting the needs of the children well. A comprehensive self assessment highlights realistic improvements for the nursery, most of which have been addressed. For example, a new outdoor area has been created to enable children to play outside in all weather conditions. The nursery are working with the local authority to achieve a Quality Award, and are currently identifying areas for improvement following the completion of each section.

The nursery are fully committed to promoting equality and diversity within the setting. They celebrate a wide range of festivals which reflect the diverse range of cultural backgrounds of the families that attend the provision. For example, an international day that was held enabled the setting to gain a high level of awareness about the families and provided the nursery with traditional recipes to use within the nursery menu.

Partnerships with parents are strong and the manager and staff have established positive relationships with parents. A good level of information is obtained from parents at the outset to enable staff to respond well to children's needs. Parents have the opportunity to share their child's progress portfolios. They have an input by also carrying out home observations which are built into the child's individual plan for learning experiences. Partnerships with the local schools have started to be made however they are not strong or reciprocal at present. This means that information regarding the children's development is not always shared with other early year's providers.

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

Staff at the nursery fully understand the Early Years Foundation Stage and are considerate of the uniqueness of each child. This enables them to effectively plan for individuals in order to move them forward in their learning and development. The children have access to a wide range of resources which help them to develop skills and offers enjoyment. Staff understand children's needs in accordance to age groups and create activities to keep them engaged. For example, the baby room enjoy rhyme time with a member of staff where finger puppets and different tones are used to keep babies involved and enjoying the activity. Continuous provision is available within the nursery where children can play uninterrupted however, not all areas of learning are available to the children during outdoor experiences. This means the children do not have a full range of opportunities whilst playing outside.

Children are able to move freely around the setting as the staff provide a range of learning activities for the children to engage with which mostly reflect the six areas of learning and are linked to the children's observations. Children progress by being given the opportunity to express their creativity and individuality, for example the children have free access to sand play, water play and a creative area. Independence is reinforced because the staff encourage children to select their own snacks and help themselves to drinking water with supervision. The children also support each other in developing these skills.

Children are encouraged to make a positive contribution within the nursery. For example they are reminded about being kind to others and help each other with tasks and jobs they are given. This builds on communication and personal, social and emotional development. The children display positive attitudes and are well behaved in the setting, staff remind children of the value of being nice to your friends and kind to others when play is becoming boisterous. Children's self-esteem is promoted as their work is displayed throughout the nursery and celebrated. For example, art work is displayed immediately if a child requests it.

A strong emphasis on good health ensures the children are well cared for in an environment that supports their physical development and builds on their knowledge for a healthy lifestyle. For example the children routinely wash their hands prior to eating and brush their teeth following a main meal. This helps children gain an understanding of how to care for their bodies in order to keep themselves in good health. The nursery has recently embarked on a healthy eating scheme to promote the importance of healthy home cooked meals. This means the children are getting nutritious food daily. Children are extremely content and settled because their individual health, physical and dietary needs are met to a very good standard

The children have access to outdoor play space throughout the day with the babies having allocated time outside to play and explore. Walks to the local amenities also ensure the children have opportunities to develop skills for the future by learning how to use the library and purchase goods from the local shops. Children at the

nursery feel safe as they are secure in their environment and have a strong sense of belonging. They understand the importance of staying safe and question confidently changes in routine. For example, they ask staff about the presence of visitors and why they are in the setting. This demonstrates clear confidence and well organised routines.

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	2
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	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

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