

Early Years and Pre-School Centre

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

The Early Years and Pre-School Centre was registered in 2010 and operates from a purpose built building at Deane Road campus, Bolton College near to the town centre. It is owned and run by the Governing Body of the College. The centre has use of an open plan room, set out into three areas with associated facilities. The building is fully accessible. There is a secure outdoor area for outdoor play. The group is registered on the Early Years Register. A maximum of 30 children in the early years age group may attend the group at any one time, of these no more than 15 may be under two years of age. There are currently 72 children on role. The centre provides funded education for three- and four-year-olds. It is open from 8.30am to 4.30pm, Monday to Friday and operates term time only. The children are able to attend a variety of sessions. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are 12 members of staff, all of whom hold an appropriate early years qualification. The manager has an Early Years Foundation Stage degree. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children enjoy their time in a welcoming and generally stimulating environment because it is well organised with defined areas. However, words and labels are not used to enhance children's learning. Children's unique needs are well met and they make steady progress in their learning and development. However, deployment of staff needs further consideration. Documentation to ensure the safety and welfare of children is in place. The manager regularly evaluates the quality of provision and is aware of the strengths and weaknesses. The centre is committed to continually improving the provision for children. Partnerships with parents and other agencies are developed well to ensure that the needs of all children are met, along with any additional support needs.

What steps need to be taken to improve provision further?

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

- review deployment of staff, giving particular regard to students being suitably supervised so policy and procedures are consistently implemented
- ensure practitioners consistently observe play carefully before intervening
- support children further by providing an environment that is rich in sign, symbols, numbers, words and labels
- ensure Criminal Record Bureau Disclosures are handled in accordance with Criminal Record Bureau's Code of Practice and Explanatory Guide.

The effectiveness of leadership and management of the early years provision

Good employment and vetting procedures ensure all staff working with children are suitable. Additionally, staff benefit from induction programmes and appraisals. However, Criminal Record Bureau Disclosures should be handled in accordance with Criminal Record Bureau's Code of Practice and Explanatory Guide. Risk assessments, checklists and staff practice help to ensure good standards of health and safety are maintained. Children are safeguarded and well protected because the staff are knowledgeable about local safeguarding policies and effective procedures are in place. Staff are aware of the possible indicators of abuse and know what actions to take if they have any concerns about a child in their care, including what to do if an allegation is made against a member of staff.

The staff have a good knowledge of the Early Years Foundation Stage and use this well to support children in their learning. The environment is well organised and accessible to children. For example, children choose their own resources, this enables them to thrive and make good progress in their development. The resources that the centre provides are varied and imaginative, such as the use of natural materials.

The manager is aware of her strengths and weaknesses. She considers ways to improve her provision for the children. She has developed action plans and made changes to improve outcomes for children. For example, she moved resources to ensure children have a quiet area to rest. The setting demonstrates a commitment and enthusiasm to update knowledge, skills and practice to benefit the children who attend.

The setting forms close working relationships with parents and carers and this is reflected in their positive feedback about the service. The setting and parents share important information about their child's starting points and ongoing progress. The setting is also taking part in schemes, such as Every Child A Talker. This scheme promotes partnership with parents and continuity of children's learning and development. The setting promotes good communication with parents and has established a good two-way flow of information to ensure they meet children's individual requirements. Staff speak to parents at the end of the session to share information about how the children have spent their time. The centre works in partnership with others to improve outcomes for children. Student nursery nurses are training within the centre. However, the role of students is sometimes unclear and interaction with children is not always monitored so policy, such as behaviour management is not consistently delivered to children.

An effective equal opportunities policy is in place and reviewed regularly. This means that the individual needs of all children are very effectively met and all children are included fully in the life of the setting. The centre offers sensitive support to all children. They readily adapt activities to ensure that all children can access them. The centre displays posters of positive images of children and families from different cultural backgrounds and has good quality resources that reflect equality and diversity. The centre employs bilingual staff and has access to

an interpreter.

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

Children are making good progress in their learning and development because the staff have a good understanding of how children learn through play. However, play is not always observed carefully before intervening, which restricts children's curiosity and learning. Children enjoy an interesting range of activities, which have clear links to the areas of learning in the Early Years Foundation Stage. A systematic way of recording observations is in place. These are then used to inform planning to meet children's individual needs and interests. Children settle well in familiar surroundings where the staff are sensitive to their needs and interests. Children demonstrate their independence as they move around the area selecting different toys and resources to play with. There are low level trays to access creative materials, tables and floor space. Children develop an understanding of mathematical concepts through daily routines and play, for example, counting during rhyme time. Children's language development is well supported by the staff through positive interaction. However, there is limited print displayed within the setting, so opportunities for children to learn about words is restricted. They are able to rest in the book area where cushions and rugs are provided. They also have separate quiet areas, such as a sensory room for the babies. A laptop and electronic toys are available to give children opportunities to acquire skills in operating equipment. Young babies are secure in their routines, they respond to words and songs from practitioners, forming positive relationships.

Children develop an understanding of the wider world learning through active play with positive images of diversity in play equipment, resources and books. They learn about festivals, such as Diwali. Through talking about differences, celebrating different festivals and traditions and having a good selection of resources, the children are learning about diversity and the world in which they live. Through everyday routines, children are developing a good understanding of the importance of effective personal hygiene practices. For example, they wash their hands and brush their teeth at appropriate times throughout the session. Through nutritious snacks, the children are developing a good understanding of making healthy choices. Overall, opportunities for children to be active are good. They frequently play physical activities which supports healthy growth and physical development. They have equipment to access, such as bats, balls, ribbons and large-scale equipment that encourages children to climb. In addition, through painting, drawing and malleable activities, the children are developing their dexterity and co-ordination skills. Access to outside play is increased during warmer weather conditions, as the centre promotes a free flow of indoor and outdoor environment.

They are learning to keep themselves safe through practical daily routines. Children practise evacuation procedures to further their understanding. Their behaviour is good and lots of praise is given for positive behaviour. As a result,

they are developing good self-esteem and understand when they have done well.

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	3
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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