

# John Smethurst Children's Centre

Inspection report for early years provision

---

**Unique reference number**

EY336022

**Inspection date**

21/11/2011

**Inspector**

Joanne Law

**Setting address**

St James' Road, BLACKBURN, Lancashire, BB1 8ES

**Telephone number**

01254 698350

**Email**

deborah.gornik@blackburn.gov.uk

**Type of setting**

Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

John Smethurst Children's Centre opened in 2006 and is operated by the local authority. The purpose built centre includes designated full daycare facilities. It operates from an open plan, purpose built building in Blackburn. The nursery serves the local area and has strong links with the local school and other professionals. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday term time only. Sessions are from 8am until 4pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 119 children may attend the nursery at any one time, all of whom may be on the Early Years Register. There are currently 67 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for three- and four-year-olds. It is also involved in the two-year-old funding. The nursery supports children with special educational needs and/or disabilities and the majority of children on roll speak English as an additional language.

All childcare staff hold appropriate early years qualifications. The manager has Early Years Professional Status and the provision has access to teachers. The nursery receives support from the local authority.

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

Overall the quality of the provision is outstanding.

Children enjoy their time in a welcoming, stimulating and supportive environment because it is well organised with defined areas. Children's unique needs are well met and they make rapid progress in their learning and development. Robust documentation to ensure the safety and welfare of children is in place. The management team has made excellent progress to develop the service since the last inspection and demonstrates the capacity to maintain continuous improvement. Excellent partnerships with parents, the local school 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 high quality early years provision the registered person should consider:

- developing further the information communication technology resources to develop an interest from children.

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

Robust recruitment procedures are in place. Staff benefit from induction programmes and regular appraisals. Highly comprehensive risk assessments, checklists and staff practice ensure excellent standards of health and safety are maintained. Children move very freely around the nursery. Children are further protected as detailed records are kept, including medication, accident and attendance records. Children are safeguarded and well protected because the staff are extremely knowledgeable about local safeguarding policies and comprehensive procedures are in place. Staff are well aware of possible indicators of abuse and know what actions to take if they have concerns about a child in their care, including what to do if an allegation is made against a member of staff.

Staff are highly skilled and have an excellent understanding of the Early Years Foundation Stage, they use this to support children in their learning. The environment is extremely well organised and accessible to children. For example, children confidently choose their own resources, this enables them to thrive and make excellent progress in their development. The nursery is a welcoming environment providing children with varied and imaginative resources and equipment that are superbly maintained. Toys and resources are arranged to enable children to access them independently.

Resources are available that promote positive images of diversity and enhance children's awareness of the wider world. Children celebrate a wide range of festivals. Staff use photographs, symbols and sign language which supports children with additional needs to fully understand. The nursery also has multi-lingual staff who significantly enhance learning for children for whom English is an additional language. An exemplary equal opportunities policy is regularly reviewed and implemented by staff to support all children well. This ensures that the individual needs of all children are met and all children are included fully.

Self-evaluation is excellent and extremely well focused on achieving and sustaining high quality outcomes for children, involving staff, parents and other provisions. Previous recommendations have been addressed promptly and effectively. Commitment to a rigorous cycle of monitoring and evaluation means that management and staff are continually striving to improve the quality of care and learning provided, demonstrating an exemplary capacity for improvement.

The nursery forms excellent working relationships with parents and carers. A superb settling-in procedure is in place for children, including a power point induction for parents. They obtain information about each child and encourage visits and discussions prior to enrolment. This means that parents' wishes and children's individual needs are consistently well met. The nursery and parents share important information about their child's starting points and progress using learning journeys, parents' meetings, and verbal exchange of information. Parents are fully included in the planning process for children and add their wishes for their child onto a wishing tree. This means that parents are involved in their child's learning and each child is well supported in making progress towards the early

learning goals. Relationships with other provisions and professionals involved with the children are well established and contribute to supporting children's welfare and learning. The nursery has developed an excellent relationship with the local school and works in partnership with others to significantly enhance outcomes for children. They have a secure transition process for children and share practices. They are currently working with the inclusion team. The nursery demonstrates an excellent commitment and enthusiasm to update knowledge, skills and practice to benefit the children who attend. For example, they have recently accessed further training in Problem Solving, Reasoning and Numeracy which has significantly enhanced practice further.

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

Children make excellent progress in their learning and development, in relation to their starting points. The knowledgeable staff have an excellent understanding of how children learn through play. 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 extremely well in familiar surroundings where the staff are sensitive to their needs and interests. They demonstrate their independence as they move around the nursery, indoors and outdoors, selecting different toys and resources to play with. The good organisation of equipment and toys enables children to use the resources well and follow their curiosity as learners. There are low-level trays to access creative materials, tables, sofas and floor space.

Children develop an excellent understanding of mathematical concepts through daily routines and play. For example, they count confidently whilst threading. The environment is rich in print and numbers, and written words are used regularly around the rooms. This enables children to learn that they have a purposeful meaning. Children's language development is extremely well supported by the staff through positive interaction. They are confident to sound out letters during play and conversations. Children play extremely well together and are happy to help each other. They are able to rest in quiet areas where there are cushions, rugs and a sofa. A computer and white board is available to give children opportunities to acquire skills in operating equipment. However this was not accessed on the day of inspection.

The nursery has a commitment to sustainability and involve the children in recycling. Through everyday routines, children develop an understanding of the importance of effective personal hygiene practices, for example they wash their hands at appropriate times throughout the day. Children have a superb understanding of making healthy choices. They confidently play in the cafe role play area, choosing fruit from the menu. Lunchtime is a social occasion, children are encouraged to serve themselves, supporting their independence and confidence. They are offered a choice of healthy snacks and meals.

Opportunities for children to be active are excellent. They frequently take part in

physical activities, including indoor 'shake up and wake up' exercise which supports healthy growth and physical development. They have access to equipment, such as bats, balls, crates, tyres and large-scale equipment that encourages children to climb. In addition, through painting, drawing, cutting and malleable activities children develop their dexterity and co-ordination skills. Access to outside play is available throughout the day as the nursery implements free flow of the indoor and outdoor environment. Children learn to use a range of tools with skill. They enthusiastically roll out play dough and cut out shapes to make a birthday cake. Staff interact skillfully to develop children's learning further.

Children learn to keep themselves safe through practical daily routines. They are reminded about behaviour, such as walking and taking turns. Children use tools safely in the creative area, such as scissors and cutters. They practise evacuation procedures to further their understanding of fire safety. They are exceptionally well behaved and 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **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