

Audley and Queen's Park Children's Centre

Inspection report for early years provision

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Inspection date	15/11/2011
Inspector	Carol-Anne Shaw

Setting address	Pringle Street, Blackburn, Lancashire, BB1 1SB
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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

Audley and Queen's Park Children's Centre was registered in 2004. It is integrated within the children's centre and governance is provided by the local authority with a local management Board. The nursery is located in a purpose built children's centre situated in the Audley area of Blackburn. It is divided into three separate rooms for the ages of the children attending, with a separate sleep room and other ancillary areas. Children have access to two enclosed outdoor play areas.

The provision is registered on the Early Years Register for a maximum of 77 children under eight years any one time, of these 12 may be under two years of age. There are currently 68 children in the early years age range on roll. The nursery is open each week day from 8am to 6pm. Children come from the local and wider areas and attend for a variety of sessions. There are strategies in place to support children with special educational needs and/or disabilities and children who have English as an additional language.

There are 17 members of staff employed, including the manager, who works directly with the children. All members of staff hold appropriate early years childcare qualifications to at least level 3. One member of staff has a degree and is qualified Teacher Status and Early Years Professional Status. The setting provides funded places for children who meet the criteria.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's learning is effectively promoted by the knowledgeable staff team, who provide an enabling, child friendly environment for them to play and learn. The staff team have a comprehensive understanding of the Early Years Foundation Stage to enable them to support children's individual needs. The monitoring systems link to the action plan for continuous improvements, support the improving outcomes for children. Excellent partnerships with parents are in place to provide continuity of care for all children. Children's welfare is given high priority in the highly inclusive provision and children are fully safeguarded.

What steps need to be taken to improve provision further?

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

- develop further the recording and monitoring systems of children's learning and developmental progress, paying particular attention to recording problem solving, reasoning and numeracy
- develop and enhance the enclosed outside play area to provide richer experiences, to support children's development and learning in all areas.

The effectiveness of leadership and management of the early years provision

A high priority is given to safeguarding children, through the staff team's excellent knowledge of working within the child protection legislation. There are robust and effective recruitment and vetting procedures in place. Children are protected from harm through comprehensive and effective risk assessments, identifying and minimising potential dangers on the premises and outings. Their safety is further enhanced by all visitors to the building being carefully screened. Staffing levels and close partnership working with other professionals ensure that children's safety and welfare is fully promoted at all times.

The nursery is fully inclusive and has established effective links with external agencies to ensure that any children with special educational needs and/or disabilities receives the required individual support tailored to their needs. There is outstanding work completed to involve parents, carers and others in each child's progress by exchanging comprehensive information, supporting children's care, learning and development needs. Partnerships with other providers delivering the Early Years Foundation Stage are fully supported, ensuring that when children transfer to school there is progression in children's learning. The staff promote children's awareness and understanding of people's differences, with excellent opportunities available for children to freely access activities that support their understanding of the diversity of people living in the local and wider community.

All of the staff team hold recognised early years qualifications and many have different languages that reflect the community. They are committed to further development in their knowledge by attending additional training to ensure further improvements to the children's learning environment. The nursery is effectively organised, allowing children access the outside play area, staff deployment responds to the flow and movement of children between indoor and outdoors. There is an outstanding range of quality resources available indoors, these are organised to provide a fully enabling learning environment. However, the outside is not as effectively organised.

The monitoring systems in place are effective in showing the staff what they are accomplishing. This accurately targets areas for further development and is used to inform their continuing action plan. The areas they have identified link with the areas the inspection highlighted for improvement, such as the outside activities and ongoing development of the assessment systems.

The partnership with parents is outstanding. The systems in place ensure that they are extremely well informed about what is happening in the nursery. The staff team help parents and carers to support their children's learning, through completing and sharing the learning journal and discussing children's learning and targeted next steps. There are close links with the local primary schools, assisting children's transition into full-time education.

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

The staff team continually progress their knowledge and understanding of how children progress in the different areas of learning. This enables them to plan and deliver interesting and challenging activities based on the six areas of learning. Confident, happy children enjoy their time playing in a safe and secure environment with staff and their peers. The staff team are excellent at asking questions that make children think about how they are doing things. All children are making good progress towards their early learning goals, in all areas. The staff's continuous approach to observations and assessments enable them to inform the planning cycle for individual children's possible next steps of learning. The observations are systematic, however, the quality is varied.

The indoor enabling environment provides all children with wide ranging, worthwhile activities to support and help them to make sense of the world around them. They can confidently describe the weather and different methods of transport they have seen and used. The interaction with staff and daily routines help children to be secure and confident when moving around the setting. Everyday activities and clear boundaries enable them to feel safe, for example, they know not to run indoors and learn from a young age how to use the equipment in a safe way. The activities are organised, so all children can participate at their level of understanding and ability, ensuring the setting is fully inclusive. Children's behaviour is good. Staff discuss the golden rules in the sessions and sensitively support the children to follow them.

Children engage in a wide variety of indoor and outdoor physical activities to help their understanding of keeping healthy with the physical activities, contributing to their health. They learn why they need to clean their teeth and use a tooth brush, developing their independence. At snack time, the children eat healthy options of fruit and drink milk or water. Meal times are a social occasion where the children sit together at small tables with staff. The nursery provides a good range of healthy meals cooked on the premises from fresh ingredients. All children enjoy their food and become very independent in feeding themselves. Children's food is prepared to meet their development stage. Individual dietary requirements are met.

The nursery is effectively organised in all sections. In the baby section, there is good space for small groups of children to work independently at their level. They freely access a wide range of natural resources. The staff team are very effective in promoting a holistic approach, so children experience many activities supporting all round development. Younger children eat, rest and sleep to their own routines. Children are able to work independently as well as co-operating with each other. They behave well, demonstrating kindness towards others, taking turns and sharing resources. Throughout their time in the nursery, there are many worthwhile activities that enable them to explore numbers and shapes. They are developing their communication and literacy skills by talking about their ideas, joining in role play activities at the home area, sharing books and enjoying mark making. The children link language with pictures and effective systems are in place

to develop their awareness of language and writing for a purpose.

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	1
The effectiveness of safeguarding	1
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

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