

Accrington Road Childrens 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*.

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

Accrington Road Children's Centre is one of a network of thirteen centres provided by Blackburn and Darwen Borough Council which opened in 2004. The nursery is part of a Children's Centre accessible to pre-school children and there is a fully enclosed area available for outdoor play. The nursery is self-contained and operates from three rooms on the ground floor. An additional room is available on the first floor for an occasional crche if required. The property is a new, purpose built children's unit which is an annex of an existing community centre. The nursery is situated on one of the main routes into Blackburn town centre, approximately one mile out of the town centre.

The Children's Centre is open all year round and the nursery is open term time only Monday to Friday. Sessions are from 8.45am until 11.45am and from 1pm 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 32 children may attend the nursery at any one time all of whom may be on the Early Years Register. There are currently 32 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for three and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications: one has Early Years Professional Status and another is an Early Years teacher. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery is well led and has a very effective progress tracking system linked to the Early Years Foundation Stage Framework. Children enjoy their time at the setting and make good progress in their learning and development. Staff complete regular observations, identifying children's individual learning needs, which are met through an effective key worker system. Overall, all the areas of learning are covered well and children thoroughly enjoy the outside area. Excellent partnerships with parents have been developed where the setting are innovative in the methods used to engage parents in children's learning. The nursery has an effective self-evaluation system and a clear and ambitious vision for the future.

What steps need to be taken to improve provision further?

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

- enable children to add to their first-hand experience of the world through

the use of information and communication technology.

The effectiveness of leadership and management of the early years provision

The manager has clear policies, strategies and procedures in place for safeguarding and promoting the welfare of children and meets all required duties. Safeguarding training is up-to-date for all staff. There is a good recruitment process in place to ensure that all staff are properly vetted and all staff have a current Criminal Records Bureau check. The manager ensures adults know and understand child protection and safeguarding issues and how to implement procedures, through induction and updates at staff meetings. All records required for the safe and efficient management of the nursery are maintained. Risk assessments are reviewed, dated and signed, which ensures the nursery is safe for children both inside and outside.

There is an effective self-evaluation document in place enabling the manager to identify the settings strengths and weaknesses. This is utilised to identify how they can improve the nursery provision for the children and set challenging targets. The manager ensures staff training reflects the nursery's identified needs and addresses areas for improvement effectively. For example, a parents area has been created where parents are encouraged to access their child's learning journey. As a result parents now have a more active role in the development of their child. Parents share their views which feed in to the self-evaluation process. For example, they were consulted on the development of the outdoor play area which helped determine the range of equipment fitted.

Partnerships with parents are excellent. Parents and carers are provided with a wide range of opportunities to be involved in their child's learning and development. Parents receive extensive information about the early years provision, including safeguarding policies and procedures. They are encouraged to share what they know about their child using 'all about me' booklets and through sharing their children's achievements. The nursery offers updates on progress from their child's key worker, daily contact and termly parents evenings. Parents have their own space to sit and access their child's learning journey and make comments. Bi-lingual staff provide support to parents and as a result remove potential language barriers. This means that parents can become involved in their child's learning and each child is well supported in making progress towards the early learning goals. The nursery has also formed effective relationships with other provisions and professionals who are involved with the children. These are well established and contribute well to supporting children's welfare and learning.

Staff offer sensitive support to children who have special educational needs and/or disabilities. They readily adapt activities to ensure that all children can access them. An effective equal opportunities policy is regularly reviewed and supports the staff well. This means that the individual needs of all children are met and all children are included fully in the life of the setting.

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

Children are able to play safely inside and outside in a high quality learning environment. They are happy and content with a sense of belonging in their environment. For example, they readily help themselves to resources from across the different learning areas, they have a named tray, coat peg and drinks bottle. Children develop an understanding of how to stay safe. For example, they use cutters and scissors safely when using play dough and staff teach road safety as part of outdoor play.

Children have plenty of access to healthy activities in a well-equipped play area where staff encourage them in the full range of physical development skills. The setting operates free flow between inside and outside play that enables child initiated learning. Children have access to wet weather clothing enabling healthy activity in all weathers. Children are developing an understanding of healthy food and enjoy snacks of fresh mixed fruit. Children are learning about the importance of good hygiene practices, developing good dental hygiene as part of the 'Smiling for Life' programme, which provides every child with toothpaste and a toothbrush each term.

The nurseries planning process is very good, is clearly linked to the Early Years Foundation Stage and based on regular assessment and observations. The children are tracked well enabling learning and development trends to be monitored at weekly planning meetings where effective plans are put in place. The nursery is well organised providing a wide range of accessible resources to meet identified needs. Children are making good progress in their learning and development. For example, children with English as an additional language are making good progress in English language skills. All the areas of learning are covered very well. Children are encouraged in literacy through the literacy corner where children help themselves to a good range of books. They hold the book correctly and move across the pages from left to right developing a familiarity of how books work. There is a good range of mark making materials and opportunities where children are developing their pen holding skills.

The numeracy activities are built into children's interests and made fun, for example, children play with different size and colour dinosaurs, developing skills in assessing size, shape and colour. Staff encourage the children to count regularly and talk about numbers and what they mean. There is a good range of communication and technology equipment. However, the computer, camera and smart board are not always in working order which means children are not fully supported in gaining experience with this technology. The construction area is well equipped and accessible, children work together making bridges developing teamwork and problem solving skills. Children make full use of all the areas because they are encouraged to act as independent learners by staff.

Children behave really well and consider others in the setting because the staff give clear explanations when challenging behaviour and set appropriate boundaries. Staff work in partnership with the Support for Ethnic Minority

Achievement project to introduce new ideas and activities to promote diversity. Children learn extensively about other cultures and beliefs. They participate in a range of sensory sessions and activities linked to festivals, books, dolls, puzzles and puppet shows. Staff make effective use of a wide range of new ideas to promote diversity.

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 | 1 |

The quality of the provision in the Early Years Foundation Stage

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

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