

Innisfree Child Care Limited

Inspection report for early years provision

Unique reference number

309345

Inspection date

09/01/2012

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

Innisfree Child Care Limited is privately owned and was registered in 1987. The nursery is sited in two large adjacent houses which are located on the outskirts of Colne in Lancashire. There are nine playrooms over two storeys. Access to the premises is via steps at the front of the building and there is ramped access and one step to the side of the building. Babies are accommodated on the first floor. The nursery runs an out-of-school club, which primarily runs during the summer holidays and operates from a designated room on the first floor. Children have access to an enclosed outdoor play area and garden.

The nursery is open each weekday from 8am until 5.45pm, throughout the year with the exception of bank holidays. The out-of-school club generally accommodates the families of the children who attend the nursery.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 74 children may attend the setting at any one time. There are currently 64 children on roll. Children attend for a variety of sessions and come from the local and wider community. There are 18 members of staff, including the manager, working directly with the children. All staff hold early years qualifications at level 2 and above. The owner holds a degree in early years. The nursery receives support from the local authority and is currently working towards the 'Steps into Quality' award'.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A well developed knowledge of each child's needs enables staff to successfully promote children's welfare and learning. Children are confident, safe and secure and enjoy their time at the nursery as staff focus activities around children's personal interests. Strong links with parents and carers ensure that they are actively involved in their children's care and education and that they are kept well informed of their children's progress. All staff are highly committed to bringing about sustainable improvements and effective self-evaluation systems result in positive outcomes for children.

What steps need to be taken to improve provision further?

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

- further promote opportunities to develop the understanding of parents and carers about learning and teaching, through workshops on important areas such as play and early reading.

The effectiveness of leadership and management of the early years provision

Managers and staff prioritise children's safety and have a good awareness of safeguarding issues. All staff have completed safeguarding training and are fully conversant with safeguarding procedures. Robust recruitment, selection and induction procedures are in place to ensure the suitability of staff to work with children. Clear risk assessments and checking procedures are in place which helps keep the environment safe and free from potential hazards.

An effective evaluation system demonstrates a very good understanding of the strengths of the early years provision. All staff, parents and carers and children are actively involved with the process and there are clear targets for improvement. For example, continuing to develop effective partnerships by introducing workshops with parents and carers to increase their involvement in their children's learning. All recommendations raised at the previous inspection have been addressed and significant improvements made, resulting in a positive impact on the overall quality of the provision and outcomes for children. Excellent consideration is given to ensuring that resources, the environment and all activities, are organised to be accessible to all children. Staff knowledge of each child's background enables them to offer sensitive support, through discussions and activities, promoting diversity.

A strong commitment to partnership working with parents, other settings and external agencies is evident. Staff have established strong relationships with parents and carers. There are numerous systems in place for the exchange of information, such as, daily verbal communication, diaries, newsletters and questionnaires. In addition photographs are displayed throughout the nursery illustrating all the children involved in a variety of activities. Parents and carers speak highly of staff's support and dedication and are pleased with the progress their children are making. Close liaison with local schools ensures that the transition process is successful and effective. Children are given opportunities to meet their new teachers both in the nursery environment and through visits to their new school, resulting in them feeling confident in the transition process.

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

Children are welcomed by friendly, affectionate staff at the setting, which results in them feeling confident, motivated, happy and secure. The environment is safe, stimulating and planned thoughtfully, enabling children to choose from an extensive range of resources, natural materials and interesting activities. For example, they enjoy a variety of opportunities to express themselves creatively. Children enjoy painting using brushes, a variety of objects and their fingers. They learn about colours and explain enthusiastically how they create pink by 'mixing white and red paint together'. They explore their environment eagerly and learn about the wider world. They collect twigs, sticks and bark to create habitats for animals. They explain that 'Robins keep warm in nests when it is cold'. They

discover what happens to water when it freezes as they study icicles and make their own ice cubes. Young infants enjoy playing in compost as they plant herbs and flowers, developing their senses. They become familiar with gardening tools as they create holes using trowels and patterns using rakes. Children use magnifying glasses and transparent containers as they go in search of mini-beasts. They delight in observing the resident toad that lives in the garden and learn about life-cycles.

Good support is offered to promote children's problem solving, reasoning and numeracy skills. They count, compare, match, sort and sequence confidently, through accessing a variety of resources and through daily routines. They participate in music and dance lessons where they use a variety of musical instruments, counting the beats and using their bodies to move in various ways. They giggle with delight as they stamp their feet to create thunder and wriggle their fingers to create rain drops. Children enjoy mark making opportunities where they develop their writing skills, taking part in a variety of activities to promote their pencil grip. They have access to an extensive range of resources to support them in recognising letters and numbers and many are able to clearly write their names. Younger children are learning to recognise their own name when they self-register on arrival. An environment rich in text further promotes children's learning and understanding that print has meaning.

The staff know the children very well and are sensitive to their needs. They continually make evaluative observations of their play and development to ensure their individual needs are being met. Individual learning journals clearly illustrate children's starting points and next steps in learning are identified and incorporated into the planning. Staff demonstrate a clear understanding of delivering the Early Years Foundation Stage which is continually assessed and evaluated. Planning reflects children's interests, resulting in meaningful and stimulating play and creating a happy, vibrant atmosphere. Parents and carers are continually consulted with regard to their children's progress and are provided with information detailing activities that can be done in the home.

Healthy lifestyles are positively promoted. Daily outdoor play provides opportunities for fresh air and exercise. Children learn how to be healthy and develop their independence by following consistent routines, such as, washing hands prior to mealtimes. They are well protected from illness and infection because staff maintain good standards of hygiene throughout the nursery and follow clear procedures when caring for sick or injured children.

Children behave well as they are encouraged to respect each other and value each other's differences and needs. They develop their understanding of diversity and others in the wider world by participating in a variety of celebrations and access a range of resources depicting positive images. They share, take turns, listen attentively during group times and support each other as they form friendships. Staff are positive role models and are very caring and calm. They continually reward positive behaviour through praise and reward systems, which children respond to 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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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