

# The Park Child & Family Centre

Inspection report for early years provision

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**Unique reference number**

EY278820

**Inspection date**

09/02/2012

**Inspector**

Sue Heap

**Setting address**

Sure Start Hyndburn, Norfolk Grove, Church, Accrington,  
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**Telephone number**

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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

The Park Child and Family Centre was registered in 2004. It is managed by Sure Start Hyndburn which is an independent company and a registered charity. It operates from a purpose built building with three playrooms and associated facilities. It is situated in Church, Accrington. There is a fully enclosed outdoor play area. The nursery is open Monday to Friday, from 8am to 6pm for 50 weeks of the year. The building is fully accessible. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

It is registered on the Early Years Register. A maximum of 40 children in the early years age range may attend at any one time. There are currently 67 children on roll. This includes a number of three-and four-year-old children, who are in receipt of early education funding. The nursery is also registered on both the compulsory and voluntary parts of the Childcare Register.

There are nine members of staff who work directly with children, all of whom hold relevant childcare qualifications at level 3. One member of staff is completing the Early Years Foundation degree. The nursery is supported by an Early Years Teacher.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make very good progress in their learning and development and receive quality support from a committed professional staff team. Although, some aspects of the organisation of meal times means that some children's individual needs are not promptly met. Key strengths of the nursery are the rigorous monitoring and self-evaluation systems, which are in place. These enable the whole staff team to effectively evaluate their practice and successfully identify areas for development to drive further improvement. A key focus for improvement is the outdoor play area. Most aspects of partnership working with parents and other professionals successfully ensure consistency in the quality of care and learning provided to enable children to achieve their full potential.

## What steps need to be taken to improve provision further?

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

- improve opportunities for all children to explore and learn in a challenging outdoor environment
- develop ways of improving the organisation of meal times to ensure children's individual needs are met
- develop ways of ensuring that all parents have regular opportunities to share

their observations of their children's activities and interests to help inform future planning for their individual needs.

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

Arrangements for safeguarding children are securely managed and fully understood by those, who work with the children. For example, all staff are fully vetted and disclosure numbers are recorded. Staff have a very good understanding of their responsibilities and the procedures to follow should they have any concerns about a child in their care. Comprehensive detailed risk assessments of the premises and also for outings, ensure that safety is continually monitored and reviewed.

The nursery is effectively led and managed by an enthusiastic, conscientious staff team. Rigorous self-evaluation is completed quarterly and involves all members of the staff team and links to the Quality Improvement plan. This ensures that plans for the future are successfully identified, well-targeted and monitored to bring about further improvements to the nursery and outcomes for all children. As a result, staff take pride in their daily practice. Recent improvements include the reorganisation of the over two's room, which children were involved in and they are beginning to benefit from the larger play space. The whole staff team have recently been through a period of change and staff reorganisation due to closure of another Sure Start Hyndburn Little Stars Nursery. However, they are to be commended on how this has been managed to have minimal impact on children. They have maintained professional working relationships with parents and each other. All recommendations made at the last inspection have been successfully completed. These have greatly improved the quality of resources and children's play, learning and development. For example, new observation and assessment systems are in place to promote individualised learning. Resources and equipment have been purchased to provide children with more mark making and mathematical experiences and promote their understanding of all aspects of diversity.

There are good systems in place to inform parents about their child's developmental progress and achievement. This is achieved through ongoing daily discussions, parents' notice boards, the use of a daily diary and parents' meetings twice a year. The use of a weekend diary enables staff to actively invite parents to contribute their comments and observations to extend children's learning. However, this has been more successful in the under two's room than the older children's room. Times of transition, as children are admitted into the nursery or move into a new group room, are handled sensitively to ensure consistency of care. Parents are involved in this process, which means that their ideas and thoughts are valued and incorporated. As a result, children settle well. Parents comment positively on the care children receive. Partnerships with other professionals are well established to support children with special educational needs and/or disabilities to make very good progress in relation to their starting points and capabilities.

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

Children have good opportunities to enjoy a good range of activities, which help to promote their health and well-being and develop their understanding of the importance of a healthy lifestyle. For example, children recently engaged in a healthy project. They made fruit kebabs and took part in other planned activities, such as planting and growing fruit and vegetables. Children took their produce home and made rhubarb crumble. Meal times are social occasions where children sit with their peers and their key persons. However, the organisation at this time means that some children wait for long periods for their food to be served. Staff are proactive in ensuring children benefit from fresh air and exercise on a daily basis, even for short periods in inclement weather. This helps to boost their energy levels and develop their immune systems. The staff team has identified a key area for development is the outdoor area to ensure children benefit from a purposeful play and learning environment.

The premises are safe and secure and the staff team successfully monitor and check the toys, resources and areas to ensure that they remain safe and suitable for children's use. Through positive role modelling by staff, children learn how to handle scissors safely or use cutlery effectively at meal times. Role play is successfully used for children to act out and consolidate their experiences. For example, they know when they take a 'cake' out of the oven in the home corner, it is 'hot' and to blow on it to cool it down. Children with specific dietary needs are supported well to display a good understanding of their own needs at meal times. They know which foods they can eat safely.

Due to the very recent reorganisation of the playrooms, the learning environments are, in the main, planned thoughtfully, so that children can choose what they do from a very good range of toys and equipment. There are clear targeted plans in place to develop the areas further. The use of an extensive range of story sacks, which are linked to a book project, develop children's language and literacy skills. In addition, the loan of equipment from the toy library from the other nursery within Sure Start Hyndburn ensures that children access quality play and learning experiences.

The staff team are warm and caring towards the children and place emphasis on children's emotional well-being, behaviour and manners. Positive behaviour is successfully promoted through a range of age-appropriate strategies, such as redirection or distraction. Children become confident and self-assured as they acquire everyday skills, such as showing an adult how to use the interactive screen or offering assistance to a younger child. They follow their own interests with persistence and concentration and actively engage in their chosen activity, such as a water activity or playing a game of dominoes. The youngest children have lots of opportunities to explore and investigate through sensory play, such as handling items in the treasure baskets or looking at themselves in mirrors. Staff bring mathematics to life in everyday activities. For example, older children confidently count the number of children and adults present, when asked how many plates are

needed. They know that five and one makes six. Younger children show good recognition of colour as they correctly name the colours pink, purple, red and blue. Children have good opportunities to express their creative ideas through painting and using a variety of materials, such as, crayons, pens, paints, and chinks in the indoor and outdoor environment.

Children benefit greatly by the key person system. As a result, staff have a well-developed knowledge and understanding of each child's individual needs and interests. This successfully enables them to respond to their care, learning and development needs. Children's progress and next steps in learning are carefully recorded, monitored and evaluated in their own learning journeys. These provide a unique written and pictorial record of children's early years. Through the monitoring systems, which are in place, the evidence demonstrates that children make significant progress in their personal, social and emotional development, communication, language and literacy and problem solving, reasoning and number skills. This also means that any gaps in children's development can be easily identified, planned for and met, such as activities to develop rhythm and rhyme. As a result, all children develop key skills to support their all-round development for the future.

## 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>	2
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>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	1
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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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