

Seven Trees Children's Centre

Inspection report for early years provision

Unique reference number

EY272664

Inspection date

14/02/2012

Inspector

Joanne Ryan

Setting address

Whalley Street, BLACKBURN, Lancashire, BB1 6ER

Telephone number

01254 666753

Email

deborah.gornick@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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

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

Seven Trees Children's Centre opened in 2005. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is operated by the local authority and provides full day care and occasional Crche facilities from a refurbished building in the Whalley Range area of Blackburn, Lancashire. The centre also provides family support services and on-site links to some health services. In the nursery, children have use of the whole of the ground floor, which consists of a baby unit, a toddler unit and a space for children in the early years age range. Each unit has access to enclosed outdoor play areas. Crche provision is offered in two multi-purpose rooms on the first floor of the centre, or in a larger room in the adjacent community centre. The centre offers care from 8am until 6pm each weekday, with the exception of bank holidays. The Crche can offer sessional care on a planned basis, this is not currently operating.

A maximum of 126 children aged under eight years can attend at any one time. At present the setting has 113 children on roll for full day care. Children attend for a variety of sessions across each week, including wrap-around care. The nursery provides funded early education for children and supports children with special educational needs and/or disabilities and children who speak English as an additional language.

A centre manager is employed to coordinate all of the centre's provision and a nursery manager oversees the organisation of the nursery provision. A further 21 staff are employed to work with the children, three administration staff and four centre assistants. All staff, with the exception of four part-time assistants, hold an early years qualification in childcare at National Vocational Qualification at Level 3 or equivalent.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The environment and the range and accessibility of resources is excellent and supports child-initiated learning extremely well. Overall, children make very good progress in their learning because teaching is rooted in a comprehensive understanding of children's requirements, which means their individual needs are met. The setting works exceptionally well with parents and other providers of the Early Years Foundation Stage Framework to ensure continuity of learning and they have a good partnership with outside agencies. The nursery carries out regular self-evaluation, which ensures priorities are identified to improve outcomes in a general way.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to develop systems for self-evaluation to ensure strengths and areas for improvement are clearly identified including specifically how the development will take place.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and very well protected because the staff have a good knowledge of local safeguarding procedures. The manager ensures all staff are well informed about child protection and she has the necessary contact details available should she be concerned about a child. Recruitment and vetting procedures are strong and all adults have undergone checks to ensure their suitability, which further safeguards children. All staff contribute to the self-evaluation process, although some areas within it are general rather than specific. Staff work well with extremely knowledgeable senior managers and the nursery teacher to choose improvement priorities. They actively seek out and act upon parents' comments. For example, following a sub-group consultation on outdoor play they enhanced their outdoor provision. Risk assessments are documented and appropriate action is taken to minimise hazards, consequently, children move and play safely within the setting. Good systems are implemented to keep the premises secure and to ensure children are safely collected from their rooms.

Parents views are sought from questionnaires and their comments acted upon. Information about their child's care and learning is regularly given to them. A fully inclusive and highly welcoming service is provided for all children. The provision works in a very positive, professional, yet friendly manner with parents to ensure all are fully aware of a child's learning, physical and emotional needs. This significantly enhances children's care and learning, as it enables them to receive the individual support they need. In addition, they are given information so they can support and consolidate their child's ongoing learning at home. Beneficial links are made with staff from local schools to ensure consistency and continuity for children's care, learning and development.

Staff have a very good understanding of issues relating to equality and diversity and are highly successful in providing an inclusive service for all children and their families. There are often a number of children with special educational needs and/or disabilities attending the centre therefore staff call on the expertise of different agencies and specialists to support the children and their families based within the centre. Adults identify children's individual needs as early as possible with input from other agencies to ensure each child gets the support they need. Staff make the most of diversity to help children understand the society they live in and bilingual staff help ease the settling in periods for family's who speak English as a additional language.

Children's care and learning is promoted well because staff have a secure knowledge of the Early Years Foundation Stage and implement this effectively to

promote successful outcomes for children. The staff team demonstrate enthusiasm for their work and have a clear commitment to reviewing and improving practice to enhance children's experiences and maximise their learning and development. Resources and toys are excellent and used effectively to support children's learning as children make independent choices.

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

Children make excellent progress towards the early learning goals. Staff provide a very wide range of activities that take into account children's individual learning needs. They provide a very well-balanced day that contains good use of time where children follow their own initiated ideas, as well as, some adult-led activities. All children thoroughly enjoy their play and high quality resources that are easily accessible, which helps them to become confident and active learners.

Children enjoy a very good balance of opportunities and play indoors and outside with an excellent balance of adult-led and child-led activities. Planning covers all areas of learning and provides excellent challenges for all children. Therefore, they make outstanding progress towards the early learning goals. The key person assesses their progress and use observations to inform planning and identify next steps in learning for each child. The nursery teacher monitors progress children are making with each of the six areas of learning and produces a termly report. Effective relationships are formed between staff and children which helps them to feel safe and secure in their surroundings. Staff support children's learning as they engage successfully in their play. They introduce new vocabulary such as 'full' and 'empty' and they ask questions, allowing children time to think and make their responses. The toddlers and the older children are developing very good speaking and listening skills, as they actively sing and listen attentively to stories.

Children play a dynamic role in their learning, self-registering, actively choosing where and what they play with and offering their ideas to staff. For example, children excitedly share and talk about the pictures and photographs in their learning journeys. Skilled staff instinctively respond to their interests and engage with children in sharing their experiences. As a result, children are becoming independent, active learners who are highly motivated.

Outdoors, children benefit from physical play which enhances their development extremely well. They use climbing apparatus, slides, wheeled toys competently and enjoy using construction, the home corner, painting, books and a digging area. During outdoor play, children confidently make decisions about the activities they want to engage in. Problem solving reasoning and numeracy are very well promoted through activities, such as, 'a snail game' where children roll the dice, count the dots and count the number of places they move.

Children show an excellent understanding of healthy lifestyles and follow good personal hygiene routines as they are encouraged to wash their hands after using the bathroom and have healthy snacks, such as, carrots and cucumber with mint sauce. The nursery provides an enabling environment in which every child is

extremely well supported to develop a strong sense of belonging as photographs of children and their families are displayed. Children's own work is displayed demonstrating the value staff place on children's achievements and consequently promoting children's extremely high self-esteem.

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?	1
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	1
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	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	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

Outcomes for children in the Early Years Foundation Stage	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

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
--	-----