

# Shadsworth Children's Centre

Inspection report for early years provision

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**Unique reference number**

EY371644

**Inspection date**

29/02/2012

**Inspector**

Marina Anna Howarth

**Setting address**

Shadsworth Children's Centre, Shadsworth Road,  
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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**

Shadsworth Children's Centre Nursery was registered in 2008. It is operated by the local authority from three rooms in a purpose built designated Children's Centre, situated along the main road in the Shadsworth area of Blackburn. Children have access to a large landscaped, enclosed outdoor play area. The nursery is open each weekday from 8am to 6pm for 49 weeks of the year, excluding bank holidays and additional closure days.

The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. A maximum of 60 children may attend the nursery at any one time. There are currently 69 children on roll, some in part-time places. The nursery supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language. There are 17 members of staff, of whom all hold early years qualifications to level 3 and above.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children thrive in this vibrant, stimulating environment and make excellent progress in relation to their starting points and capabilities. The whole staff team provide exemplary care and skilfully plan activities to meet children's individual needs and interests by working in successful partnership with parents and other agencies. The success of the nursery is firmly rooted in the total dedication and commitment of the staff team to providing the best for every individual child in their care. All staff are involved with a variety of systems to enable them to continuously reflect on their practice. The management team demonstrate a clear vision for the ongoing development of the service and all staff demonstrate high aspirations for continuous quality of care.

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

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

- extending and developing further communication opportunities, such as workshops and forums to further enhance the two-way flow of information, knowledge and expertise between parents and practitioners.

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

Managers and staff prioritise children's safety and have an excellent awareness of safeguarding issues. All staff have completed safeguarding training and are fully conversant with safeguarding procedures and their duty to protect children.

Comprehensive and well-implemented risk assessments ensure the premises are safe and secure and these extend to cover activities and outings. Robust recruitment and effective vetting systems ensure all adults working with the children are suitable to do so. An extensive range of policies and procedures successfully underpin daily practices, and accurately maintained records ensure children's welfare is meticulously protected.

The management team are highly successful in inspiring the staff and they share high expectations across all areas of their practice, which drives ongoing development and continued improvement. This results in a committed and vigilant team who deploy themselves very well. They are further supported in their professional development through effective monitoring and regular training opportunities, to increase their skills and knowledge and assurance that their thoughts and views will be considered equally with those of the management team. Well established systems are implemented effectively to monitor and evaluate the service offered, which actively involves staff, children and parents and carers, promoting better outcomes for children.

All staff are highly committed to working in partnership with others and take an active role in establishing effective working relationships. Equality and diversity is embedded throughout practice. This is evident in their equal opportunities policy and how staff work tirelessly to identify and meet children's emerging additional needs. The staff have excellent knowledge of the support services available and do not hesitate to access them. Children derive great benefits from the close working relationships between staff and parents. A variety of systems ensure parents are consulted at every stage of their child's care and development, which allows continuity of care, enabling staff to effectively meet children's individual needs. In addition, the management team are continually seeking ways to further develop and enhance effective communication systems with parents.

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

Children are warmly welcomed into an exceptional environment, which is bright, highly stimulating and spacious. In addition, they have access to a well resourced sensory room where small groups can enjoy the stimulating but calm atmosphere. The extensive range of resources and equipment are easily accessible to children, enabling them to make choices and promote their independence. Babies and infants explore their surroundings confidently as the well organised room provides large areas of floor space to accommodate crawling. Low level furnishings enable mobile infants to pull themselves into standing position, developing their skills for walking. Resources are robust and child friendly, allowing children to explore and experiment without fear of damaging and breaking them. Continual access to the large, enclosed landscaped outdoor area enables children to relate closely to nature. For example, they participate in bird watching activities, and use their observations to paint their own bird pictures which are exceptionally detailed. They create their own nests using natural materials and discover textures through painting with feathers.

The innovative organisation of the educational programme engages children in rich, varied and imaginative experiences that are individually tailored to meet all their needs. For example, children participate in role play activities involving stories, dolls and accessories in response to the imminent arrival of baby siblings. There is a good balance of adult-led and child-initiated activities. Staff ask children open questions and challenge their thinking. They conduct purposeful observations and assessments that highlight children's individual interests. This information is used exceptionally well in conjunction with observations and experiences that parents send from home, such as the arrival of a new pet, which is implemented into role play and story time. Information is translated into individualised planning that clearly identifies each child's next step in learning. Children's learning journeys are maintained to an exceptionally high standard and illustrate the rapid progress they are making in their learning. Parents are actively encouraged to view their child's learning journey on a regular basis and record their comments.

Children are able to demonstrate outstanding progress in developing skills for the future. They use the computer system independently and problem solve as part of their daily work. They demonstrate their skills in operating remote controlled insects and use digital cameras to take photos and create their own identity badges. Impressive support is offered to promote children's problem solving, reasoning and numeracy skills. They count, compare, match, sort and sequence confidently. They are exceptionally well supported to develop their writing skills, and have access to an extensive range of resources, enabling them to recognise letters and mark make. Younger children are learning to recognise their own name when they self-register on arrival. Children engage in a variety of creative activities. For example, young infants squeal with delight as they play with bubbles in the water trough, they pop them with their fingers and squelch soft sponges in their hands.

Children flourish in the outdoor play environment, they climb and balance with great skill and learn how to take and manage risks safely. Their health and well being is extremely well promoted as they are actively supported to develop good personal hygiene habits and develop their independence. Pre-school children and toddlers are encouraged to serve themselves during snack and meal times. Young infants are offered choices at snack time and are encouraged to help themselves and feed themselves where appropriate. Children are aware of how to keep themselves safe. They wear high visibility vests when they go out for walks and they learn about road safety. Children's behaviour is exemplary, they are courteous and kind, and work exceptionally well independently and with their peers, reflecting the way they are treated by the staff. They are actively given praise and encouragement and are spoken to in a calm and caring manner.

## 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>	1
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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	1
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
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### Outcomes for children in the Early Years Foundation Stage

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

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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