

# Livesey Children's and All Age Centre

Inspection report for early years provision

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**Unique reference number**

EY336015

**Inspection date**

12/03/2012

**Inspector**

Sue Heap

**Setting address**

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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

Livesey Children and All Age centre was registered in October 2006. It is managed by Blackburn with Darwen Borough Council Children's Services Division. It is situated in the south west of Blackburn with Darwen. The day care and sessional care provision operate from four main play rooms within the centre and associated facilities. There is a fully enclosed outdoor play area.

The children's centre is open Monday to Friday from 8am to 6pm for 49 weeks of the year. The building is fully accessible. The children's centre supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The children's centre is registered on the Early Years Register. A maximum of 86 children in the early years age range may attend at any one time. There are currently 95 children on roll. This includes a number of two, three and four-year-old children who are in receipt of early education funding. The children's centre is also registered on both the compulsory and voluntary parts of the Childcare Register.

There are 17 members of staff who work directly with children, all of whom hold relevant childcare qualifications at level 3 or above. A nursery manager and children's centre teacher are also employed. The children's centre teacher has Early Years Professional Status.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

All children flourish in a warm, welcoming and child centred environment. The staff team provide excellent care and education, which is tailored precisely to the individual needs of each child. This is achieved through the robust and comprehensive systems in place with regard to planning and assessment. Partnerships with parents, carers and other professionals are excellent and contribute significantly to the high quality provision, particularly in promoting inclusion. Detailed and comprehensive documentation is securely in place to ensure children are well safeguarded. The management team and staff are highly motivated and demonstrate an excellent capacity for continuous improvement and self-evaluation successfully identifies key areas for development.

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

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

- enhancing the outdoor area by providing equipment and resources that are sufficient, challenging and interesting and that can be used in a variety of

ways, or to support specific skills.

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

Children are fully safeguarded through the highly effective staff team who have an excellent understanding of safeguarding and keep up-to-date with training. They show a clear understanding of appropriate support networks, such as the use of the common assessment framework to support children and their families. Robust systems are in place to ensure the on-going suitability of all staff and volunteers. This includes appropriate vetting checks, induction programmes, appraisals and attendance on safeguarding and first aid training. Parents are provided with comprehensive information about the nursery's policies and procedures to safeguard children. In addition, a policy of the month is displayed on the parents' information board, such as safeguarding along with relevant contact numbers. Effective measures are in place to ensure all children are kept safe and staff are vigilant at all times. For example, children are signed in and out of room registers as they access other parts of the building. This is particularly beneficial in times of emergency, such as a fire evacuation.

Staff ensure the needs of any children who have identified special educational needs and/or disabilities and those who speak English as an additional language are catered for effectively and inclusion is continuously promoted. This is achieved through the well-established channels of communication between all partners working with individual children. All children participate in well-planned activities that help them learn about cultures and beliefs. They use a range of resources, which promote positive images of people in the community. For example, they celebrate Chinese New Year and in the over two's room, the role play area is set up as an Indian restaurant. Staff fully utilise all the rooms available to them within the centre, such as the sensory room and library.

There is a highly effective self-evaluation system in which all staff have input. They regularly discuss the effectiveness of their practice through regular meetings and make on-going improvements to ensure all children's and parents needs are consistently met. Recommendations made at the last inspection have been completed successfully and improved children's care, welfare and their learning and development. Parents' and carers' views are sought through questionnaires and their input results in improvements to the nursery. Children also have regular input into self-evaluation by contributing their views and ideas about what they want to do or how they want specific areas set up, such as the role play area. Regular newsletters keep parents informed of what is happening in nursery and up-to-date with future events and activities. They are actively encouraged to be involved in their child's learning by completing 'stars' where they can share news from home, their observations about what their children have been doing or their hopes and aspirations. These are then included in the planning for individual children. In addition, signs, such as 'Ask me about' and 'Talk to me and show me' are used. These remind parents and carers to ask children about key things they have been learning about in the nursery, such as a new story or song. Parents are

highly complementary about the care learning and activities offered and the professionalism of the staff team. Comments include, 'they are brilliant'.

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

The staff team have established excellent systems to monitor children's progress. They use a range of observations and assessments to track children's progress and highlight their next steps in learning. This exceptionally robust way of monitoring children's learning and development means that any gaps in children's learning can readily be identified. As a result, children's progress is consistently good and often excellent in relation to their capabilities and starting points. The staff team have also introduced an initiative to monitor children's level of comprehension through the completion of a series of simple tasks. The results of these are also used to plan specific activities to aid their learning and development.

The playrooms are organised extremely well to support the growth of children's developing confidence and independence. This enables children to confidently follow their own interests. All children have access to the outside play area at regular intervals throughout the day. It is recognised that the outdoor area requires further development to offer children more variety, interest and challenge. They develop their skills in coordination and balance as they build with large wooden blocks and make ramps, carefully walking along the structure. They move in and out of obstacles as they ride wheeled toys and stop with great control as they practice their road safety skills. Younger children learn to take risks in a safe environment as they learn to crawl or walk up the steps and down the ramp in the indoor areas. Children show an excellent understanding of safety as they move from their base room to other areas of the nursery. They know to hold hands and wait at the traffic light system which is displayed on the main entrance doors to the nursery before they can safely move into the next area.

Through small group time all children have opportunities to share experiences from home and listen to each other, learn to share and take turns. The excellent use of visual aids, such as hand puppets enable children to become actively involved in story time sessions. Timmy the teddy bear is used as a good home and nursery link. This effectively encourages children to recall and reflect on their experiences, developing their listening and communication skills. High emphasis is placed on the latter throughout all nursery rooms and speech and language activities are built into the daily routines. For example, younger children enjoy singing nursery rhymes as they take turns to select a toy during the 'What's in the bag?' activity.

Positive and consistent methods are used to manage children's behaviour because staff are highly skilled and knowledgeable about children in their care and sensitive to their individual needs. As a result, children develop an excellent understanding of what is acceptable. Children take great pride in helping staff return the dinner trolley to the kitchen, serving themselves at lunchtime and clearing away their plates. Mathematics is built into everyday activities from a very young age. For example, in the baby room children build and count with large foam blocks while older children count the number of plates needed at lunchtime.

Healthy eating is actively promoted and the nursery has achieved accreditation for its policies as well as the 'Smiling for Life' accreditation. Children show an excellent understanding of healthy eating. They are actively encouraged to talk about the fruits they like and make informed choices from the wide selection available to them during snack time. Staff use this time effectively to introduce children to Makaton sign language as an alternative means of communication. Children carefully mirror the signs for apple, orange, banana and grapes. Recent discussions with children lead to the role play area being set up as a shop. This is extended to a shopping trip where fresh fruit and vegetables are bought and compared with the play food. Children talk about the differences in size, shape and smell. By listening to the children, baking activities are introduced in the malleable area and a visit from a local baker is planned for. As a result, children play a dynamic role in their play and actively learn through a series of well-planned real-life experiences which develop their skills 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>	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

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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