

Tonge Children's Centre

Inspection report for early years provision

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EY355289

Inspection date

14/03/2012

Inspector

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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

Tonge Nursery is operated by the Pre-School Learning Alliance and opened in May 2007. It is situated within Tonge Children's Centre, based in Bolton and serves the local community. All services are housed in a purpose-built building with outdoor play areas for the children. The centre comprises the day nursery, which is open each weekday for 52 weeks of the year from 8am to 6pm.

The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 67 children from birth to under five years on roll in the day nursery. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 19 staff employed, including the manager, who work with the children, of these, 17 staff hold relevant childcare qualifications. The nursery receives support from the centre's overall manager, a teacher from the local authority and from the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning because, in the main, teaching is rooted in a comprehensive understanding of the needs of children and staff plan most activities to ensure that their individual needs are met. The setting has very good working relationships with parents, professionals and other providers of the Early Years Foundation Stage. They support children with special educational needs and/or disabilities and children who speak English as an additional language to a good level. Good self-evaluation processes are in place to ensure effective improvement in well chosen areas.

What steps need to be taken to improve provision further?

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

- ensure children experience a variety of activities in the outdoor area
- analyse and review what you know about each child's development and learning, and make informed decisions about the child's and groups of children's progress, with particular reference to the younger children.

The effectiveness of leadership and management of the early years provision

Staff are knowledgeable about safeguarding policies and have effective procedures in place to manage any concerns that they may have about children in their care. These are shared with parents through detailed welcome packs and are displayed in setting. Comprehensive systems ensure staff are suitably checked and qualified for their role. Staff attend regular training to ensure that their understanding of safeguarding procedures is up-to-date and they are kept well informed of changes by the management team, through regular and effective staff meetings and training. The manager places a strong emphasis on ensuring the setting is safe for all, through detailed and regularly reviewed risk assessments.

Staff fully understand the Early Years Foundation Stage and use this effectively to support children's learning. The management team place a high priority on ensuring staff are well trained and up-to-date with new developments. For example, they regularly monitor and support the planning in place for children. The environment gives children a wide range of activities to choose from as all resources are at children's level, are well organised and labelled to support children in making their own choices. The manager works closely with all staff to evaluate and monitor their practice. The recommendations from the previous inspection have been met through the use of detailed and well-targeted action plans. For example, the manager and staff have developed systems in place to ensure that full information is collected regarding medications. The manager uses the Ofsted self-evaluation form effectively to evaluate practice. Together with staff, the manager has set comprehensive targets and actions, such as, building on workshops run for parents about areas of the Early Years Foundations Stage such as writing.

The setting forms good working relationships with parents. There are a broad range of systems in place to share children's progress, such as, one-to-one meetings with parents and sharing children's daily diaries and 'learning journeys'. Parents' views are sought through regular surveys and at parents' evenings. This means that their views are used to inform important decisions about the setting. The setting has very good links with other professionals, such as those in the children's centre, to ensure that the needs of children are met. They are enthusiastic in making close links with schools to aid transition, inviting local teachers in to understand children's progression and so they get to know the teachers from local schools.

The setting is fully committed to providing comprehensive support to children with special educational needs and/or disabilities. For example, staff work well with outside agencies, such as physiotherapists and health professionals, to meet the specific needs of children. For children who speak English as an additional language, the setting supports their home language by ensuring they develop systems such as wordbooks with the parents.

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

Children settle quickly into the setting and feel safe and secure in the environment. This is because the staff get to know the children and families really well, for example, through information collected on admission and by developing close relationships with parents through the key person system. Children move around the setting safely and staff give children clear boundaries. For example, children are reminded to be careful of each other when using the skipping ropes outside. Children use the bikes and climbing equipment, such as the monkey bars, safely because staff know when to offer support and when not to. This is because they have a clear understanding of children's development.

Children have good opportunities to learn about healthy lifestyles. At lunchtime children sit down with staff to share a well-balanced meal, such as, meat and potato pie with vegetables and gravy, and talk about the foods they are given. Menus are shared with parents so children's needs are taken into consideration. When children take part in activities, such as bread making to celebrate harvest, they learn where their food comes from and about making good food choices. Before lunch and snack children are encouraged to wash their hands with reminders, such as posters and songs, to support them. This means they are learning effective hygiene routines. The setting places a high emphasis on ensuring children have access to outdoor provision. However, the range of activities for younger children is not as developed as those for older children. This means some opportunities for them to explore ideas on a bigger scale are missed.

Children make good progress towards the early learning goals as staff regularly observe children and plan activities that are interesting and provide realistic challenge. The setting has begun to develop tracking systems to analyse and review what older children and groups of children can do. However, this is not currently completed with younger children. Therefore some opportunities to maximise their learning are missed. Children take part in a range of mark making activities and these are based on children's interests, such as, using cars in shaving foam and paint to make lines. When children read favourite books such as 'Going on a Bear Hunt' and join in with repeated refrains and actions, they develop their reading and story-telling skills. They develop effective numeracy skills through a number of activities. They thread beads onto strings, counting how many they have added and begin to use correct language in their construction play to describe the size of the towers they have made. Children use a range of age-appropriate technological equipment. Younger children use simple button toys to explore cause and effect, while older children explore games on a number of the computers provided in the setting. This supports them to develop good skills for the future.

Children are well behaved in the setting and are encouraged to be independent through out the day and choose their own resources for play. Babies in the setting really excitedly show their enthusiasm for activities, such as treasure basket play and filling containers in the sand pit. Children learn about their own and other cultures through a well organised range of activities and resources. For Eid, staff

show children how they celebrate it at home, making chapatis, tasting foods and creating traditional lanterns.

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	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	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met