

Platt Bridge Community Childcare

Inspection report for early years provision

Unique reference number	EY342813
Inspection date	14/03/2012
Inspector	Barbara Wearing
Setting address	Platt Bridge Community Childcare, Rivington Avenue, Platt Bridge, Wigan, Lancashire, WN2 5NG
Telephone number	07747722718 or 01942 487999 or 487998
Email	
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

Platt Bridge Community Childcare was registered in 2006. The facility operates from designated childcare rooms within Platt Bridge Children's Centre. It is run by a committee. The nursery is open Monday to Friday from 8am until 6pm all year round. Children aged from birth to three years are cared for in the baby unit whilst children from three years are cared for in the nursery unit where they are fully integrated with children accessing maintained nursery education in the school. The children also have access to the Foundation Stage outdoor play area. The setting is registered to provide care for a maximum of 46 children at any one time. There are currently 147 children on roll, who attend for various sessions, 125 of whom are in the early years age range.

The out of school provision provides before and after school care and holiday care. The before and after school club is open Monday to Friday from 8am until 9am and again from 3.30pm until 6pm during term time. The holiday club is open Monday to Friday from 8am until 6pm during school holidays. The children have access to the school hall, the studio and bathroom facilities and an outdoor play area. This facility is registered to provide care for a maximum of 16 children at any one time and there are currently 22 children on roll. The setting currently supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language.

The provision employs 14 staff who work directly with the children, all of whom hold an appropriate early years qualification. The provision is supported by the children's centre Teacher who has Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are valued as unique individuals by staff and cared for within this stimulating nursery environment. The vast majority of children are highly engrossed in their experiences throughout the day. Excellent relationships with parents ensure that staff know children well and enables parents to further promote outcomes for children at home. Extremely effective links are established with other professionals, particularly children's centre staff. This has a significant impact on the setting's strong ability for continuous improvement and the overall good and in some cases, superb outcomes for children.

What steps need to be taken to improve provision further?

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

- occupy all of the under threes fully in purposeful and meaningful play, taking full advantage of the learning opportunities on offer
- continue to develop staff skills in recording regular next steps for individual

children's learning, clearly linking these to planning.

The effectiveness of leadership and management of the early years provision

Staff work closely with parents, carers and other professionals to ensure that children are safeguarded well. Staff are very confident in their understanding of the indicators of abuse and knowledgeable in the procedures to follow if they have concerns. Comprehensive recruitment and induction procedures are followed to ensure staff are suitable to work with children. Regular risk assessments are carried out for all areas used by children and appropriate action is taken to minimise the risk of accidental injury.

Key management committee members are instrumental in driving improvements and embedding ambition. They offer high levels of support to the recently appointed manager and fully involve staff, parents and children in the comprehensive self-evaluation process. This accurately identifies many ambitious targets for development. Staff feel well supported in their personal development. They are given roles and responsibilities and training to enable them to develop their knowledge, expertise and practice. Staff are deployed effectively to ensure that children are well supported and build secure relationships with their key person.

The nursery, particularly the three to five year olds room, provides children with a superb learning environment. Children are encouraged and challenged as they engage in a good balance of adult-led and child-initiated play. Examples of children's art work and high quality toys and resources are beautifully displayed. These include many natural resources, reflect positive images of our diverse society and promote all areas of learning.

Very effective partnerships with other professionals ensure children and families, including those with children with special educational needs and/or disabilities are given high levels of support. Children and families benefit greatly from strong links with staff within the children's centre and other local early years provisions. Excellent systems are in place to enable children's smooth transition to school. Parents and carers are highly valued and are given good quality information about the setting. Many effective ways are in place to encourage them to be fully involved in their children's learning and progress and developments within the nursery.

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

Clear observation, assessment and planning systems are in place. In some instances specific staff have a lead role in coordinating and planning adult directed group or focused activities. These take account of feedback from other staff regarding children's individual skills and interests. Some staff are developing their skills in identifying next steps for their key children's learning and using these to

inform planning. Highly effective tracking systems identify individual and groups of children who may need additional support to enable them to reach their maximum potential in all areas of learning. A range of strategies are then put in to place to ensure all children's learning is fully promoted across of areas. As a result all children make good progress and some make excellent progress from their individual starting points. A recent example is the implementation of communication friendly spaces as part of the Every Child a Talker project. These have been effective in encouraging children's language and communication skills.

On the whole children are highly confident and develop positive relationships with their peers and familiar staff. Children's individual needs are sensitively catered for as they settle within the nursery. Children are generally highly occupied in purposeful play and learning, although on occasion some of the younger children are unsettled. Nevertheless, staff are responsive to this, giving them cuddles and reassurance. Staff support them closely in their play, encouraging them to explore their environment and to develop their language and communication skills.

Staff skilfully interact with children during adult and child-led activities. They ask questions to promote children's thinking and understanding. Older children listen attentively at small group activities, eagerly answering questions that demonstrate their excellent mathematical understanding. They compare who is the tallest and shortest and work out increasingly difficult calculations. Younger children have fun outdoors. They count with staff how many more spades of sand they need to fit in the bucket and identify the shapes of different instruments. Children have access to a range of different tools and materials that they explore to investigate changes, develop their excellent design, mark making and writing skills. They enjoy making their own play dough talking about how it feels different as they mix in the water or flour. Children are inspired to be creative as they use the excellent range of collage, painting and drawing materials. They excitedly play in the post office that has been established since a trip to their local post office. They eagerly recall their trip and rush off to write letters to post. This is one of many examples of how children are encouraged to write for a purpose and develop their knowledge and understanding of the world and imaginations.

Innovative initiatives such as the 'healthy eating project' effectively promote healthy lifestyles for children at nursery and at home. In the main, high standards of hygiene are promoted. However, at times staff are slow to notice that younger children need support to wipe their noses. Children in the three to five room benefit from free access to the outdoor play area and two to three year olds go outdoors regularly throughout the day. Both these offer children exciting opportunities to explore the natural environment, be physically active and develop excellent large muscle skills and coordination. Enhancement boxes are available to children on request or as staff recognise opportunities to extend children's learning.

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	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	2
--	---

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

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