

Maden Early Years and Childcare Centre

Inspection report for early years provision

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Inspector	Sue Heap
Setting address	The Maden Centre, Rochdale Road, BACUP, Lancashire, OL13 9NZ
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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

Maden Early Years and Childcare Centre is managed by a committee and was registered in 2004. It is situated in Bacup, Lancashire and close to shops, parks, schools and public transport links. Children have use of four main play rooms and associated facilities. The childcare centre also has use of a parents' room, the community cafe, a soft play area and sensory room. There is a fully enclosed outdoor play area. The centre is open Monday to Friday from 7.30am to 6pm for 51 weeks of the year. The building is fully accessible. The childcare centre supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The childcare centre is registered on the Early Years Register. A maximum of 77 children in the early years age range may attend at any one time. There are currently 111 children on roll. This includes a number of two- three- and four-year-old children who are in receipt of early education funding. The childcare centre is also registered on the compulsory and voluntary parts of the Childcare Register. The centre also cares for children aged from five to 11 years of age.

There are 21 members of staff who work directly with children, 14 of whom hold relevant childcare qualifications at level 3 or above. Three members of staff have qualifications at level 2 and are working towards qualifications at level 3. The manager has a childcare qualification at level 4. Both the deputies have a BA (Honours) degree in Early Years and Childhood Studies and one has Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are very happy and settled within a highly organised and very welcoming child-centred environment. Robust systems are in place with regard to planning and assessment. This ensures that children are happily occupied in a range of highly stimulating play activities and experiences. Staff place exceptional emphasis on recognising the uniqueness of each child and value their individuality. As a result, children make excellent progress in their learning. Partnerships with other professionals are excellent and very well established to ensure children's care, welfare and learning needs are consistently met. Most aspects of partnership working with parents are of very high quality. The management team and staff constantly evaluate and monitor the work that they do and there is a clear vision for maintaining continuous improvement.

What steps need to be taken to improve provision further?

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

- continuing to develop ways of involving parents in children's learning, by including their observations of children's play to inform future planning.

The effectiveness of leadership and management of the early years provision

Children are safeguarded by a highly effective staff team who have an excellent understanding of safeguarding and keep up to date with training. There is a clear line of management for the reporting of concerns and an excellent understanding of appropriate support networks, such as the use of the Common Assessment Framework. Robust systems are in place to ensure the on-going suitability of all staff and students; this includes appropriate vetting checks, induction programmes and appraisals. Risk assessments are of a high quality and reviewed and updated on a regular basis to ensure that children continue to be cared for in a high-quality, safe environment. In addition, closed-circuit television and a video intercom system are installed, which have improved security and enable staff from the children's rooms to activate the admission of parents.

The management team demonstrates an exemplary commitment to staff training to ensure they are confident, capable and are able to develop their professional skills to a high level. This is achieved through the excellent mentoring skills and role modelling of senior staff. Highly effective self-evaluation procedures are in place to monitor and evaluate the provision. This means that the management team and staff consistently consider the changing development needs of the children in their care in order to provide an enabling environment for all children. Recommendations made at the last inspection have been successfully implemented and have improved children's health, safety and the recording of documentation. Plans for the future are extremely well targeted to further promote positive outcomes for children. These include the introduction of peer observations for staff and involving parents more in children's learning.

Parents are well informed of the Early Years Foundation Stage and the childcare centre has produced a leaflet for each room. This describes the six areas of learning and the activities that children participate in. Parents are kept informed of their child's day both verbally and in writing for younger children. The management team are proactive in acting upon parents' requests with regard to the care of their children and demonstrate flexibility, such as changing the hours of opening to meet the needs of working parents. Staff have implemented photograph boards to encourage parents to bring in photographs of things they do at home with their children. There is also a parents' 'post it' board to encourage them to note down any developmental progress they have noticed. It is recognised that these are in the early stages of development. Parents comment extremely positively about the professionalism of the staff team, their approachability and how they feel confident that their children are safe and well cared for.

Promoting equality and diversity is embedded in staff practice. Staff ensure the needs of any children who have identified special educational needs and/or disabilities are catered for effectively, and inclusion is continuously promoted. Staff have developed exemplary working practices with a broad range of professionals

who work with the children and their families. Periods of transition, as children progress from room to room, move on to school or the introduction of newly appointed staff are particularly handled well. This ensures consistency and continuity of care for the children. Children participate in well-planned activities that help them learn about cultures and beliefs and use a range of resources that promote positive images of people in the wider community. Deployment of resources is effective as excellent use is made of time and space, enabling children to be purposefully engaged in a broad range of activities that support their learning. A high ratio of staff ensures children are continuously supported and their spontaneous play is encouraged.

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

Babies and young children are very happy and settled in the highly organised environment and are making excellent progress in their learning and development. Staff are enthusiastic and highly motivated as they fully interact with the children, providing suitable age-appropriate challenges. They often spontaneously burst into appropriate songs, as they sit alongside children while they shake rattles or play with small world figures. This makes learning fun while developing their language and communication skills. Staff are very attentive, warm and caring towards the children, helping them to feel safe and secure. The learning environment in each of the rooms is compact with every space used to provide excellent learning opportunities. The staff team are highly innovative and cosy, communication friendly spaces have been created in each of the children's rooms. All resources are placed at low level in the baby room, and activities are planned to take place on the floor, which enables babies to independently crawl and help themselves to equipment. They become aware of themselves as they look at their reflection in low-level mirrors, as staff support them by talking to them about what they can see. Staff provide a variety of sensory experiences, such as treasure baskets, musical instruments, sand, water and paint to develop babies responses to what they can see, hear, smell, touch and feel.

Staff know their key children extremely well and, using the information from the children's observations, plan activities and experiences to meet each child's individual development needs. Robust monitoring systems ensure the children's progress is tracked and any gaps in their learning identified and planned for. Children who have identified learning needs are supported extremely well through individual educational programmes and through planned one-to-one time with their key person. As a result, children are progressing exceptionally well given their starting points and capabilities. Children are offered an excellent balance of learning opportunities, including continuous provision and free-flow between the indoor and outdoor play areas. They actively choose to spend the greater part of their day in the outdoor area and are thoroughly engaged in their play. They show great skill and confidence as they develop their physical skills by balancing on blocks or using them as stepping stones.

A range of dolls from different countries, and an information booklet on their home and way of life, has been introduced to promote inclusion. Children take this home,

along with a camera and diary, to record their time together. These are then used to promote discussion at circle time and enable children to develop a positive attitude to similarities and differences. Their knowledge and understanding of the world is enhanced through planned activities, such as growing and harvesting their own vegetables, developing a wormery and watching tadpoles grow. They describe animatedly what will happen next and know that the tadpoles will turn into frogs. All children show great interest in technology and how things work, as they turn the computer off and on, and use binoculars to get a closer view of photographs on a visitor's identity card. Spontaneous activities, such as completing an alphabet jigsaw and circle time are used exceptionally well to develop children's language and skills for the future.

Children are supported effectively in the event of an accident or illness as staff act promptly when children show signs of illness, such as a raised temperature. Meticulous attention is paid to ensuring children's individual dietary needs are known by all staff and respected. Lunch and snack time routines are well-established where children sit with their key person. These are relaxed social occasions where children reflect on what they have been doing and what they will do next. Older children talk knowledgeably about the different shapes of the crackers, such as square or round. They are able to describe more complex shapes, such as oval and spiral and draw these in the air with their fingers. Children thoroughly enjoy taking on small responsibilities, such as accompanying a member of staff to choose the colours of paint to use during an activity. Older children spread their crackers, carefully using suitable knives and pour their own drinks, whilst others are given support. Children learn to behave in safe ways extremely well. They use resources with care and help to tidy away toys after use. They react calmly and promptly during a fire drill and evacuate the building safely. Children are exceptionally well behaved and show excellent relationships with the staff and each other. Any conflict situations which arise are handled sensitively and calmly by the staff which enables children to develop excellent negotiation and cooperation skills, such as taking turns.

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	1

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	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	2

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

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

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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