

# Love Our Child

Inspection report for early years provision

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<b>Unique reference number</b>	EY435833
<b>Inspection date</b>	25/06/2012
<b>Inspector</b>	Shazaad Ashad

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<b>Type of setting</b>	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**

Love Our Child was registered in 2012. It is privately owned and operates from two large playrooms on the ground floor of a converted building, situated in the centre of Ashton-under-Lyne in Tameside, Lancashire. The nursery is open each weekday, all year round, apart from public holidays and Christmas. Sessions are from 7am to 7pm. All children have access to the outdoor play area.

A maximum of 20 children under eight years may attend the setting at any one time, all of whom may be in the early years age range. This provision is registered by Ofsted on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently 22 children aged from 23 months to four years on roll. Children attend for a variety of sessions throughout the week. The setting serves the local and surrounding areas and supports children who speak English as an additional language.

The setting employs 10 members of childcare staff, all of whom hold early years qualifications at level 2 or 3. One member of staff is working towards a foundation degree and three staff have the Qualified Teaching Status equivalent award. The setting receives support from the local authority and provides funded early education for three- and four-year-olds.

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

Overall the quality of the provision is good.

Children are safe and secure and actively enjoy the free-flow play learning environment. Staff are very positive and their interactions help children to feel very safe and secure and make good progress in their learning. Assessments are developing. Inclusive practice is central to the daily operations within the setting. Partnerships with parents are strong and wider partnerships are developing. The management team are very committed and complete effective self-evaluation.

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

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

- develop further systems to accurately monitor and assess children's learning and next steps of development
- build upon the links established with other settings providing for children in the Early Years Foundation Stage to ensure continuity of care.

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

Safeguarding policies and procedures are robust. Staff have a good understanding of how to protect children and what action to take should they have any concerns

about a child's well-being or safety. All staff have completed safeguarding training. There is robust recruitment policy in place, which ensures all staff are vetted for their suitability. For example, all volunteers completed enhanced checks and are always supervised. All of the relevant documentation is in place, with clear policies and procedures covering all aspects of the provision. Risk assessments are carried out regularly to keep children safe in all activities.

The environment is very welcoming and has been recently refurbished. Furniture and equipment are of good quality and the effective deployment of staff ensures children achieve their planned goals in learning and development. Staff support and develop activities which engage children and focus on their individual interests, so that they are curious, inquisitive and make good progress. Children freely access a wide range of resources that promote positive images. Staff use their language skills successfully to help children understand, respect and value those who are different to themselves. Displays of photographs show what activities have been undertaken previously and how children make good use of the facilities available, enabling them to make very good choices about their play.

From the outset staff work in complete partnership with parents and ensure that their views are welcome. Parents praise the setting highly and feel very well informed about their child's progress. Daily discussions with staff, questionnaires and the use of parent evaluations give them a good insight into activities available to their child. Management react positively to parents' feedback. For example, they employ staff with strong English language and Polish language skills. This promotes good communication and creates a sense of belonging. Staff have recently started to liaise with other settings and been proactive in attending meetings. However, these arrangements are developing and do not fully contribute to the continuity of care for all children.

The management team are dedicated and motivated. They have a clear ambition for the future and are beginning to put together robust action plans to ensure targets are achieved successfully. For example, they have spent the last month continually updating their self-evaluation systems. The management team show a high commitment to further developing staff through on-site training and external courses. This results in a staff team who are knowledgeable, remain up to date with current high quality childcare practice, and are fully aware of their roles and responsibilities in the setting. Regular supervision sessions and a thorough induction programme ensure that the staff team receive plenty of guidance and support to enable them to meet the needs of the children.

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

The quality of children's learning and development is built on learning through play supported by a framework of quality planning and evaluation. The nursery embraces the spirit of some aspects of Montessori methods and the Early Years Foundation Stage. Activities are designed to meet the unique needs of the children. They achieve this through good interactions and analysis of observations. The observations are mainly based on what children can do, and their next steps in

learning are starting to be included. However, these are not consistent in all the assessments and therefore do not fully define future learning aims for each child in the Early Years Foundation Stage.

Children benefit from a range of purposeful activities that help them to become resilient, confident and self-assured learners. All children are making good progress across all areas of learning. They explore with a broad range of different materials and media and are confident to express their thoughts and ideas. Activities that support language development are plentiful; the children link sounds to letters and enjoy rhymes and stories. They develop good skills for the future as they competently use computers and explore mathematical concepts, such as shape, space and measure. The children participate in focused activities, such as individual language development plans based around both Polish and English language. Staff use open-ended questioning techniques in order to consistently engage children in sustained shared thinking, in order to help them make connections and develop an idea or skill. For example, children's interest in role play extended to a theme on princesses and heroes. Children access a broad selection of resources and their sensory development is actively promoted through a wide variety of experiences, such as textured painting and activities around gross and fine motor skills. They develop good language skills and are supported to build their imaginations through stories, role play, dance, music and art. Children also attend activities around ballet and gymnastics to help them with movement and dance. This builds talents and encourages children to express themselves. The wide-ranging role play areas are very well used and encourage children to investigate and explore the interesting resources in each area that capture their imagination.

Children feel safe and secure as they move freely round the room and outdoors. They select resources, such as scissors, and use these safely, showing a good knowledge of safe practices. They sensitively remind staff that there is a spillage on the floor and place cushions at the bottom of the slide. There is a free-flow emphasis, incorporating indoor and outdoor play. Children enjoy the use of vehicles outdoors, promoting their physical development, and they play safely on the indoor slides, displaying good coordination. Energetic play is embraced by children spontaneously. For example, they use the large hall to race their cars. Good health is encouraged as children are supported by staff to visit toilets, wash hands and brush their teeth independently. The physical health of children is given high regard. They sleep and rest according to their needs and benefit from fresh air and exercise. In addition, the children eat healthily and participate in activities which help them to learn about nutrition. For example, they understand the height and weight chart is used to show they are developing their bodies. Children show good understanding of what standards of behaviour are expected and apply these in order to keep themselves and others free from harm; for example, they have very good self-help skills and relish taking responsibility for the completion of small tasks, such as tidying away books. Children respect cultural and linguistic diversity and are accepting of different needs and lifestyle choices.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	3
The effectiveness of the setting's engagement with parents and carers	2

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