

Ditton Early Years Centre

Dundalk Road, Widnes, Cheshire, WA8 8DF

Inspection date	25/10/2012
Previous inspection date	27/04/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The nursery strongly meets all requirements for children's safeguarding and welfare.
- There are warm and caring relationships between children and all staff, particularly key persons. Children's behaviour is good and they are well settled and secure.
- Staff understand how children learn and provides a broad range of purposeful activities that enable them to make good progress
- The nursery develops successful partnerships with parents. Information is shared between staff and parents on a daily basis. This enables staff to be aware of children's individual needs.

It is not yet outstanding because

- Planning regarding indoor and outside play is not always flexible to benefit those who learn better outside.
- Strategies to engage parents in contributing to their children's learning records are not always effective to fully involve them in their children's learning.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had meetings with the manager and deputy manager, which included carrying out a joint observation of an activity.
- The inspector spoke with the staff working in the nursery and recorded observations of their interactions with children.
- The inspector held discussions with parents and carers of children in the setting.
- The inspector looked at a sample of children's records and a range of other documentation.

Inspector

Jeanette Brookfield

Full Report

Information about the setting

Ditton Early Years Centre was registered in 2004 and forms part of Ditton Children's Centre, which is located in the Widnes area of Cheshire. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by Halton Borough Council and the headteacher takes day-to-day responsibility for the management of the provision.

The centre operates from purpose built premises and provides full day and out of school care for children aged from birth to under eight years. Children are cared for within five rooms according to their age. The centre is open each week day from 8am to 6pm for 52 weeks of the year, with the exception of the Christmas period and public holidays. All children share access to the outdoor play areas.

There are currently 52 children aged from birth to under eight years on roll. Children mostly attend from the local area or their parents travel to work in the area. The centre employs 11 members of staff, including the day care manager; 10 staff hold an appropriate level 3 qualification and one member of staff is qualified to level 2.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- improve opportunities for all children to learn outdoors by planning more experiences to benefit those, who learn better outside
- improve the opportunities for parents to contribute to their children's learning and development records, in order to fully involve them in their children's learning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

All staff are committed and have a good understanding and knowledge of how to motivate children and plan stimulating and challenging activities based around their interests. Staff are well qualified and have a good understanding of the Early Years Foundation Stage. They make good use of ongoing observational assessment and evaluate children's play to incorporate their next steps into the planning. Staff revise these goals regularly to keep themselves aware of children's current learning needs. However, staff do not consistently include the outside area in planning activities to enhance all children's skills. Therefore, some younger children, who learn better outside, do not always have full opportunities to maximise their learning.

Staff develop good relationships with children and help them to show respect to others and their environment. Consequently, older children understand the need to take turns during activities, help with tidying up and use resources carefully. Practitioners encourage babies and young children's communication and language development through labelling

objects, singing rhymes and reading stories. Young children are able to make themselves understood through language, gestures and actions. Overall, children's spoken language is developing well and they speak confidently to their friends and staff during general conversations and activities. For example, children recall what vegetables they used to make their soup the day before and how they enjoy 'juicy pears' at snack time. Sensory activities, natural objects and 'touch and press' toys provide many opportunities for babies and young children to explore using their sense of touch, feel, listening and observation in a safe and stimulating environment. For example, babies and young children are encouraged to participate with their whole bodies in an art activity and experiment with a range of paints on Perspex laid on the floor.

Staff engage and motivate children well, individually and in group activities. For example, they extend children's interest in technology as they use the touch screen on the interactive white board to change activities and create pictures on the computers using an art programme. Young children eagerly join staff in a dance and exercise activity and move their bodies to the music. Older children enjoy using their imagination outside as they explore in the 'forest' and pretend to look for lions. Staff support children's developing mathematical understanding as they use practical opportunities to count and use addition. For example, when sharing the play dough, they count how many children are at the table and state how many more pieces are needed.

Practitioners obtain important information from parents about their children's starting points and use this information to build on what children already know and can do. The recent introduction of a 'communication tree' encourages parents to contribute to their children's development as they write comments about activities completed at home. However, some revised 'All About Me' booklets provided for parents recently, in order to update information have not been returned. This means that on-going opportunities to enable all parents to fully engage in their child's learning and progress are not fully established. As a result, some parents and carers have fewer opportunities to contribute fully to their child's learning in the nursery. Staff have developed progress checks at two years and are in the early stages of implementing them to meet requirements.

Children are well supported as they attend settling-in sessions as they move to new rooms within the nursery. Regular opportunities to mix with other children and staff in different age groups also aids transitions. Systems are in place to support children as they move onto school with some reception teachers visiting them in the nursery. As a result, children are well prepared for the next stage in their learning.

The contribution of the early years provision to the well-being of children

The key person system is effective and ensures that all children, especially those in need of additional support, are forming appropriate bonds and secure emotional attachment with their carers. Key persons have good knowledge about the babies' and young children's individual needs and follow their home care routines. This helps to support babies and young children's emotional and physical well-being. For example, a flexible daily routine allows babies and young children to sleep according to their own needs. Staff

organise the indoor space effectively, allowing for children to move around safely, freely and independently. Children help themselves to toys from low-level cupboards and activities on table tops. This means that children have good opportunities to make choices about their play and learning. Staff positively reinforce good behaviour through giving lots of praise and encouragement to the children and they encourage them to say 'please' and 'thank you' when appropriate. Also, practitioners effectively manage children's behaviour through simple explanations appropriate to the age and development of the child. Children take part in celebrating festivities, such as, Harvest Festival, Halloween, Chinese New Year and Diwali. Practitioners support children to learn how to keep themselves safe through gentle reminders, for example, reminding them to walk across the crates outside slowly. Staff ensure that all children, including those that attend different sessions in the week, have opportunities to practise the emergency evacuation procedures on a regular basis.

The nursery's effective daily routines enable children to learn to follow good hygiene practices. They enjoy fresh air and play with a good quality range of play equipment that is suitable for their ages and development, which includes, 'push and pull along' toys, tricycles and balls. Children show good coordination when walking, running, jumping and riding tricycles around the environment. Babies and children benefit from a varied range of nutritious meals and snacks on a daily basis and fresh drinking water is available to them throughout the session.

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

The management team and staff have a good knowledge of child protection issues and demonstrate a secure understanding of their responsibilities in recognising when children are in danger and acting swiftly to safeguard them. There are clearly defined roles and responsibilities for leading and managing the setting to meet the welfare and safeguarding requirements. There are efficient recruitment procedures in place, which ensures that practitioners are suitable to work with children. The centre manager and the childcare manager oversee the educational programme and support the staff to promote children's learning and development through appraisals, regular supervision and training. Risk assessments are conducted regularly. These cover the indoors, outside and equipment and practitioners identify and minimise potential hazards effectively on a daily basis. The deployment of practitioners is good and ensures that children are well supervised and kept safe indoors and during outside activities.

Formal and informal systems have been put in place to ensure that a good two-way flow of information about children's learning, developmental needs and progress are exchanged effectively. Also, parents' verbal and written feedback about the service on offer to their child is valued and acted upon and parental involvement in the nursery is developing well. The management team demonstrate an understanding of the process for accessing support from other professionals should they need guidance to support children, who have additional needs. Good partnership working takes place between the nursery and the school that children transfer to. Transition arrangements are discussed with school staff and additional support is gained by working with the children's centre teachers to help

prepare children for the move to school. The management team have successfully implemented the recommendations raised at the last inspection. Written plans identifying proposals for future staff training to further promote children's learning are in place. The leader and manager have a good understanding of the setting's strengths and areas to develop through constantly monitoring and evaluating practice to improve the outcomes for children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY280132
Local authority	Halton
Inspection number	887819
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	54
Number of children on roll	52
Name of provider	Halton Borough Council
Date of previous inspection	27/04/2009
Telephone number	0151 424 4687

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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