

Douglas Valley Children's Centre

Douglas Valley Children's Centre, Turner Street, Wigan, Lancashire, WN1 3SU

Inspection date	26/10/2012
Previous inspection date	25/09/2006

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

- Highly effective interaction between the staff and children encourages the learning of new skills and the development of close relationships. The key person system works effectively to keep parents informed about their children's well-being and development.
- Safeguarding procedures are fully understood by leaders, managers and staff to ensure children are protected from harm.
- Effective management systems, such as regular supervision and support for staff enhances their performance. The self-evaluation process includes an improvement plan that is targeted to bring about effective changes.
- Children's development is effectively promoted and they show they are at the expected level of development in all areas of learning. Children make good progress from their starting points and practitioners have a good understanding of how to promote children's learning through the provision of stimulating activities.

It is not yet outstanding because

- All opportunities to gather information from parents about children's learning and development taking place at home have not yet been explored.
- Systems to gather information from schools about children's individual stage of learning and development are not yet fully embedded.

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 held a meeting with the deputy and manager of the centre.
- The inspector spent time observing practice both inside and outside.
- The inspector spent time talking with the staff and children.
- The inspector analysed samples of the children's learning journeys, planning documentation, and a selection of the group policies and procedures.

Inspector

Joanne Ryan

Full Report

Information about the setting

Douglas Valley Children's Centre is situated close to Wigan town centre, near to shops, parks, schools and public transport links. It operates from a purpose built building with several play rooms and associated facilities. There is an enclosed outdoor play area. The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 122 children on roll, of whom 92 are in the early years age group. The nursery supports children with English as an additional language and children with special educational needs and/or disabilities. It

receives funding for the provision of free early education to two-, three- and four-year-old children. The nursery is open Monday to Friday from 8am to 6pm for 51 weeks of the year, excluding bank holidays. There are 24 members of staff who work directly with the children. Of these, 21 hold early years qualifications at level 3, two are currently working towards a level 3 qualification and one holds Qualified Teacher Status.

What the setting needs to do to improve further

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

- develop further the arrangements for information sharing and partnership working with schools in order to identify all children's needs and help them to make progress
- develop further systems to consistently gather parental contributions on children's learning and development that takes place at home.

Inspection judgements

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

Secure planning and monitoring across all areas of the Early Years Foundation Stage ensures that all areas and aspects of learning are covered. Children's learning and development is enhanced by practitioners who are enthusiastic and intuitive in engaging with each child. Spontaneous observations of children supports the individual planning for each child's future learning and development. The tracking system in place enables practitioners to ensure children are making progress in all seven areas of learning and development. Staff are also able to identify any support that may be required. Staff share the children's daily activities with parents and make suggestions for learning opportunities to further support children's development at home. A learning journey board displayed at the entrance into each room also illustrates the skills children are developing in becoming competent learners. There are also opportunities for parent's to contribute to children's learning journeys. However, systems to gather information from parents about the learning and development taking place at home are still in development. As a result, staff are unable to use this information to best affect within their planning in order to build on what children already know.

Activities in the baby room are planned and provided to support the children's development, particularly in the prime areas of learning. They are very settled and sociable, happy to be with the staff and each other, whilst showing no concern when visitors arrive. Children enjoy exploring and experimenting with a range of natural materials as they engage in heuristic play, for example, wooden spoons, metal tins and

natural sponges. Children are developing their creative skills as they have opportunities to explore different medias, such as, play dough, painting and gluing. Staff promote the communication and language skills of children as they give running commentaries throughout the activities introducing new language. For example, when a spider is found in the garden the practitioner describes how the spider is moving and what the children can see. Children are developing mathematical awareness through a bowling activity where they knock down skittles with written numerals on them. The experienced and committed special educational needs coordinators use their experience and links with other agencies to identify children with additional needs. They organise support for them and their families and this includes creating individual educational plans and arranging one-to-one support where appropriate.

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

Children are able to move around freely both inside and out. They have access to secure outside spaces where they can use a wide range of toys and equipment to promote their physical development, which is progressing well. Children are learning how to take turns and consider others when playing together. For example, they take turns in rolling conkers down pipes of different heights and then gather them up for their friends. Staff praise children for their good behaviour and value the contributions they make. The premises are safe and secure both indoors and outside and staff supervise children carefully at all times. Staff encourage children to consider potential risks, for example, when climbing on a log outside, practitioners support children to think about where they might need to put their feet. There are a wide range of resources, therefore, children can make choices about activities that engage and interest them. The effective key person system ensures children build good emotional attachments to their special person. Practitioners spend quality time with their key children during nappy time and activities offering them support appropriate to their level of development. Children's independence is promoted as they put on their own coats to go out to play and wash their own hands before meals.

Children stay healthy because the nursery has effective procedures and daily practices which meet the children's physical, nutritional and health needs. They are familiar with simple good hygiene routines to encourage hand washing at appropriate times, such as, before eating and after personal care. The nursery provides freshly prepared nutritious meals and snacks which take account of children's preferences and dietary needs. Meal times are pleasant sociable occasions when the children sit together at low tables and chairs, using appropriate cutlery. The babies sit safely in low chairs, eat well and most are able to try to feed themselves. All the children in the day care progress to the maintained nursery school within the same premises. The qualified teacher works across the maintained nursery and day care and therefore supports the children to have a smooth transition to their next stage of learning. The key person supports children moving from the baby room to the toddler room by going on short visits with the child and sharing the child's learning and development records. Therefore, children's well-being is promoted and they are well prepared for the transitions within the setting.

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

The highly skilled and experienced senior management team has enabled the setting to make a strong impact on children's learning and development. Managers monitor how staff interact with the children, their teaching techniques and attitudes towards their own practice. They also review children's progress records to identify any areas for concerns. This means that any concerns or issues are identified and action plans are put into place to support better practice. Staff place a strong emphasis on safeguarding children and understand the procedures to follow if they have concerns about children's welfare. All staff are trained in safeguarding and their knowledge is updated regularly. This is further enhanced by the keeping of accident records which are reviewed regularly. Effective procedures for staff recruitment and induction are in place so that adults working with children are suitable and fully understand their roles and responsibilities. All staff receive regular supervision from senior management to identify where support is needed to improve their performance to benefit the children.

Children play and learn in an environment where the management and staff actively promote equality of opportunity and anti-discriminatory practice for all children. The nursery links with relevant professionals to ensure that any additional needs that children may have are identified and early support is obtained in a timely way. Links with other schools have been established to support children's continuity of care within the out of school provision. However, systems to gather information about children's individual stage of learning and development in order to promote continuity in children's learning are still in their early stages. There is a strong capacity to maintain continuous improvement in the nursery. Regular room meetings are held to review practice. For instance, staff have recently been working on developing the child and adult interaction to improve outcomes for children. Staff meetings provide opportunities for shared discussions about issues relating to the running of the provision. The management is responsive to suggestions from parents as there was a specific focus on partnerships with parents last academic term. The questionnaires received from parents are analysed and contribute to the future areas for improvement. A detailed improvement plan includes steps to be taken to address areas of weakness. For instance, work to enhance the transition arrangements is currently being undertaken. Recommendations from the last inspection have been addressed effectively.

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	EY288401
Local authority	Wigan
Inspection number	820060
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8

Total number of places	108
Number of children on roll	122
Name of provider	The Governing Body of Douglas Valley Children's Centre
Date of previous inspection	25/09/2006
Telephone number	01942 322473

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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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