

Club 2000+ Childcare Ltd

North Valley Community Centre, Birtwistle Avenue, COLNE, Lancashire, BB8 9RR

Inspection date	17/10/2012
Previous inspection date	11/10/2011

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 environment is stimulating and rich in resources to promote a range of activities that support children's development and independence, as a result, children show an enthusiasm for learning.
- The arrangements for managing children's behaviour, good daily routines and good attention to their health and safety means they are protected and their emotional well-being is effectively supported.
- The staffs secure knowledge of the learning and development requirements results in the planning of challenging and interesting educational programmes to ensure children reach the expected levels of development.
- The determination and drive of the management team has been successful in improving practice and in improving children's achievement. Roles are understood and all aspects of the provision are monitored and reflected upon.

It is not yet outstanding because

- although there are outdoor play sessions, opportunities for children to move freely between the indoors and outdoors have not yet been fully embedded.
- opportunities for children to mark make for a variety of reasons, for example, in the role play area they have not been effectively planned across all areas.

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 observed activities in the main room and the outside learning environment. She also viewed equipment, resources and equipment.
- The inspector held meetings with the manager, deputy of the provision and members of staff.
- Prior to visiting, the inspector viewed the providers' details and information on the setting.
- During the inspection the inspector viewed children's assessment and planning records. Regulatory documentation regarding adult's suitability, children's details and information regarding any complaints and concerns received were also viewed.

Inspector

Janet Singleton

Full Report

Information about the setting

Club 2000+ Childcare Ltd was registered in 2011. It is situated in a part of the community centre within Colne, Lancashire and is managed by Limited company. The nursery serves the local area and is accessible to all.

The provision is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. Daycare is provided within a designated nursery consisting of one base room with outdoor area and associated facilities.

The nursery employs four members of childcare staff. All staff hold appropriate early years qualifications from level 2 upwards. The manager holds a foundation degree to a level 5. There is a fifth member of staff who holds the Early Years Professional Status, and works as a support to the setting. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 16 children attending who are within this age group. The nursery provides funded early education for, two, three- and four-year-olds. It supports a number of children who speak English as an additional language and with special educational needs and disabilities.

What the setting needs to do to improve further

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

- give consideration as to how opportunities for children to move freely between indoors and outdoors can be increased
- consider how opportunities can be further provided for children to write for a variety of reasons about things that interest them, for example, during role play.

Inspection judgements

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

Children thrive and enjoy their learning in this well-planned stimulating setting. The staff plan a range of activities to match each child's learning and development. Through their good quality observation and accurate assessment each child's needs are planned for. The broad range of activities provided ensure the educational programmes are effectively delivered. Consequently children are engaged and motivated as they are supported by practitioners who know how to capture and engage young children. Teaching methods are strong and in particular for those children who have additional needs. Most children are making good progress considering their starting points, some of which are below what would normally be expected for their age. This demonstrates how the setting is closing the achievement gap for most children successfully.

Children's language and communication skills are a priority as the staff introduce new words with the younger children. For example, they use the word 'scarf' when dressing,

and encourage the child to sound out the word. The implementation of the phonics system further fosters children's speaking and listening skills, as do the daily discussions and chatter taking place. Through accessing the computer and programmable toys, children are able to develop their good skills in technology. They delight in growing plants and learn about the natural world as they learn to care for the things they grow. Children's social skills are fostered well; they are motivated and engaged in the activities provided, such as play dough, sand and role-play areas. Older children are very confident in their name recognition as they self-register and practise their writing skills at the mark making table. Opportunities for children to write for a variety of purposes is not as securely embedded. This is as a result of resources for mark making not being as accessible in other areas of play.

All children delight in going outside on a daily basis, developing their physical skills as they run, climb and kick balls. However, opportunities for children to move freely and spend more time outside is inconsistent. When children do go outdoors practitioners continue to support them in their learning as they play 'catch', subsequently developing their coordination. Through good access to continuous provision, for example, water play, they develop mathematical concepts as they fill and empty containers learning about volume and capacity. Teaching includes the promotion of understanding numbers through number rhymes, books and the number of the week. Children's enjoyment of books is promoted as they choose their own books in the cosy book area. They contribute to the story at story time, this being an extension of the outdoor splashing activity in the rain puddles. Children are seen to be giggling and laughing at the story about the duck in wellingtons. The well-planned environment means children are making choices about what they want to do. They move about freely and move resources in the flexible, stimulating environment as they decide their own activities. They determine if they wish to take part in any of the planned topics. Documentation shows children are working within their developmental age bands and they are progressing well ready for the next stage in their learning. The key person works closely with parents and gathers information from them regarding their child. Parents contribute to their child's assessment and links are made with home providing a consistent approach, for example, the phonics work and behavioural expectations.

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

Children feel very secure and their emotional well-being is successfully promoted within the setting. The key person links effectively with parents to determine the care routines of their child in order to provide a consistent approach to their individual needs. Through a range of consistently applied strategies, for example, good use of praise and stickers, behaviour is managed well resulting in children's generally very good behaviour. Younger children learn to play together whilst older children play harmoniously. They invent imaginative games such as 'fairies' and apply themselves to their tasks. They are very happy and enjoy their time as they have fun in an environment where their self-esteem and confidence is promoted by warm and caring practitioners.

Children are extremely well supported as they settle in. Staff give them choices, such as keeping their coats with them as an aid to their sense of security. Staff support them to

join in the activities and soon children are taking part. For example, they delight in stretching and pulling malleable dough and 'pouring and filling' in the water. Children's good levels of independence and self-help skills are very well supported at all times. Practitioners help them in dressing, putting on footwear and managing their personal needs in the bathroom. Consequently children, especially older children, are competent in most areas. Through talking about germs, taking part in topics on hygiene and discussions on healthy eating and healthy lunches, children are developing a good understanding of healthy lifestyles relevant to their age. This contributes to the development of their good personal, social and emotional skills and in readiness for the next stage in their learning. Children are gaining an understanding of safety as they are reminded of the need to be careful and take part in the regular emergency evacuation practise. Visits from the fire and rescue service help children build a greater understanding of danger and risk.

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

The dedicated and committed management team are secure in their knowledge of the Early Years Foundation Stage and demonstrate a clear understanding of their responsibilities to meet all requirements. Arrangements for safeguarding are good as all staff are fully aware of their responsibility to record and report according to the local safeguarding procedures in the event of a child being abused. Supporting policies and procedures are clear and include rigorous recruitment, induction and performance management systems. Consequently, staff strengths are identified and training needs are planned for, to improve their already good teaching practices. The management team have successfully completed the 'Step into Quality' award and are fully aware of the strengths and weaknesses of the setting. A targeted and systematic approach to addressing areas for improvements is in place. For example, improvements include the development of the outdoor area and reviewing the continuous provision, in order to monitor the effectiveness of and further improve outcomes for children.

Procedures for the monitoring of the educational programmes including the management system for tracking children's progress, overseeing the observation, assessment and planning means the learning programmes are effective. Partnership working with parents is actively encouraged and their contribution to their child's learning is valued. Their opinions are sought through daily discussion and more formal questionnaires. For those practitioners who have dedicated roles liaising with external agencies, they ensure information is shared and individual care and education plans are secured. As a result, children are further supported and the achievement gap is closing for those 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
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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	EY428500
Local authority	Lancashire
Inspection number	887797

Type of provision

Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	16
Name of provider	Club 2000+ Childcare Ltd
Date of previous inspection	11/10/2011
Telephone number	01282 862923

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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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Piccadilly Gate
Store St
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M1 2WD

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