

Wensley Fold Childrens Centre

Wensley Fold Childrens Centre, Carnarvon Road, Blackburn, Lancashire, BB2 6NL

Inspection date

27/11/2012

Previous inspection date

04/06/2008

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Excellent and extremely well established partnership working with other providers and external agencies and professionals, is highly effective in ensuring children's individual needs are met.
- The creative learning environment both indoors and outdoors provides interesting, challenging and stimulating activities that actively engage children and effectively build on their interests.
- Regular staff appraisals accurately identify individual training needs and secure opportunities for their continuing professional development. This highly motivates staff and successfully promotes the learning of children.
- Staff have an excellent knowledge and understanding of the Early Years Foundation Stage. They have an excellent awareness of how young children learn. The resourceful use of play, discussion and group activities, help to effectively promote children's development.
- All children are extremely settled, highly motivated and keen to explore and learn. They demonstrate high levels of independence. They flourish as they gain the skills required in readiness for their progression on to new situations. They have extremely positive attitudes to 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 observed activities across the age ranges.
- The inspector carried out observations of the children and carried out a joint observation with the manager.
- The inspector viewed all relevant documentation.
- The inspector spoke with parents during the inspection.

Inspector

Sandra Harwood

Full Report

Information about the setting

Wensley Fold Children's Centre was registered in 2007. It is run by the governing body of St. Mary's college. It provides full day care and a creche facility for children, within the Children's Centre. It is situated in the Wensley Fold area of Blackburn. The setting serves the local area and is accessible to all children. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare register.

The nursery employs 25 staff. There is full time support from a qualified teacher who also

has Early Years Professional Status. All staff have appropriate early years qualifications ranging from level 6 to level 2. The nursery supports modern apprentices.

The nursery opens Monday to Friday all year round, from 8am until 6pm. Children attend for a variety of sessions. There are currently 131 children on roll, all of whom are within the early years age range. The nursery provides funded early education for a number of three and four-year-old children. It supports children who have English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance opportunities for all parents to be involved in their children's learning, this specifically refers to fathers.

Inspection judgements

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

All staff in the setting have an excellent knowledge and understanding of how to promote the learning and development of young children. They actively encourage children's learning through the provision of interesting and challenging experiences that give a very effective balance across the seven areas of learning. For example, babies explore textures in a range of ways; they crawl into the large basket on the floor as they manipulate the creative range of resources or feel the bubble wrap under their feet as they cross the floor. The preschool staff expertly extend children's thinking and language as they talk about night times and the animals they may see. Children respond confidently with comments, such as 'Owls come out at night, they sleep in the day'.

The flexible and creative continuous provision across the age ranges and free flow play, actively supports learning further. The babies show great delight in exploring jelly, gloop and dried cereal while the toddlers in the 'tweenies' room, enthusiastically make flour cakes. Children across the age ranges display extremely positive characteristics of effective learning as they concentrate on their chosen activity. For example, in the toddler room they wash the 'babies' with great determination while the preschool children gainfully explore the noise, shape and feel of the sea shells and other natural materials on offer.

Children's individual progress is closely monitored using 'Development Matters in the Early

Years Foundation Stage' along with the Statutory Framework for the Early Years Foundation Stage, to ensure all children meet their expected levels of development. Key person's record and accurately identify individual next steps for each child, this is followed by comprehensive observations and evaluations to monitor their progress. This information is clearly presented and easy to follow for both practitioners and parents. The staff show great dedication to providing the children with high quality learning experiences and constantly review what they do and provide to ensure they offer an inspiring learning environment for the children in their care.

A gradual settling in process and the comprehensive gathering of information of children's starting points help parents and children develop strong bonds with their key person. Verbal daily feedback, as well as children's files, also successfully contribute to parent's receiving lots of information about their child's development. Parents are given a wide range of suggestions about learning activities they could provide at home, such as promoting the importance of reading together. Children in the preschool room have special 'ask me' stickers, which encourage parents to ask about a particular event, comment or achievement in the nursery for their child.

The learning environment is engaging and stimulating and encourages all children across the age ranges to explore and learn. There is an extremely sharp focus on helping children to acquire communication and language skills. For example, through the use of signing and by supporting children with English as an additional language in their own language. The staff reinforce their understanding in English to enable them to link words together. Staff skilfully use every opportunity to develop these skills, for example, listening for sounds outside and describing them. Meal and snack times are relaxing social events which promote children's social skills and give them time to recap about their achievements and interests. A creative range of music, singing and movement supports this further.

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

The key person system is very successful and ensures that the children feel safe and secure. This enables them to flourish as they explore and extend their independence. All children show an extremely strong sense of belonging within the setting. Their self-esteem and confidence is very well supported through acknowledging their achievements. For example, during group time the preschool children are able to tell their friends about the 'kind heart' or 'helping hands' activities they have done. Parents contribute to this through writing what is special about their child and it is displayed in a variety of ways throughout the nursery.

Children enjoy an extensive range of healthy snacks and meals prepared by the local school. Their considerable understanding of having a healthy lifestyle is actively supported as they access the outdoors daily, where wheeled toys and climbing frames support their physical development. The forest trail effectively supports the children's understanding of their environment and offers extensive opportunities for children to learn about managing risks as they climb and explore. Indoors, regular exercise, such as 'wake up', which

involves staff and children, is an extremely fun way of children learning the importance of this. Children's knowledge of keeping safe is promoted through regular fire drills and when on the forest trail the children tell adults 'You have to be careful and walk slowly so you don't fall'.

Children confidently work independently and show excellent cooperation skills as they work together to find different lengths of sticks in the woods. Behaviour across the setting is very positive. For example, they show care and understanding for each other as one child offers a tissue because another has hurt her hand. The children show excellent responsibility within the setting as they follow routines independently, for example, as they eagerly and expertly prepare for snack or meal times.

The setting is highly committed to inclusive practice. All children are treated with great respect and as individuals. For example, the key person welcomes each child at group time by welcoming them and shaking their hand. Activities are expertly adapted to suit all children's needs and enables independent learning experiences. This is because staff are well deployed, very vigilant and the wide range of resources across the setting are fully accessible and expertly used.

The staff skilfully support children's transition within the setting. They accompany children as they visit their new room and get to know their key person. The staff work very closely with parents to ensure they feel their child is ready to move into a new group room which enables new bonds to be made. The children's comprehensive learning journey files are fully completed with information about their stage of development to ensure smooth transition.

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

Children's safety and protection is assured because there is a comprehensive awareness of safeguarding among the staff in the setting. The staff have a secure knowledge of child protection issues and are able to implement appropriate procedures to protect children should the need arise. Robust systems are in place to ensure the safe recruitment and suitability of staff. This includes a rigorous induction process for any new staff and volunteers. All staff have undertaken safeguarding training and have relevant first aid qualifications. Effective, detailed risk assessments are undertaken, both for indoors and outdoors and appropriate action is taken to eliminate risks. Consequently, children move freely and safely throughout the setting.

Planning and assessment procedures are monitored and supported by the teacher and management team. These ensure staff display an accurate understanding of children's interests, skills and progress. Staff know the children extremely well and are highly committed to working in partnership with other providers and external agencies to ensure the children obtain any additional support they need. Partnerships with parents are well established and parents say that staff are friendly, approachable and confidently address any concerns or suggestions. Parents' evenings, information evenings and the home link

file, all succeed in involving most parents in their children's learning. The setting are now focussing on enhancing opportunities for fathers to be more involved in their children's learning. The setting encourages families and extended families to share activities in the setting, such as 'colour days.' Everyone has to find something of a particular colour and bring them into the setting, to share with each other. Each room has photos of the children and their families, this gives the opportunity for lovely conversations and consistently supports children's self-awareness and acknowledges the importance of families.

A thorough self-evaluation takes into account the views of staff, children and their parents and is the result of careful monitoring, analysis and challenge. For example, the staff have responsibility for different areas of learning, which continually change to ensure new ideas or resources are introduced to improve practice. Highly effective supervision and regular team meetings provide support for all members of staff and promote the interests of children. Staff observations have been introduced to support staff and identify areas of strength and weakness. Management are extremely supportive of the staff's individual professional development. Regular training is targeted to ensure practice and understanding continues to be highly effective.

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	EY362904
Local authority	Blackburn
Inspection number	821065
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	89
Number of children on roll	131
Name of provider	St Marys College
Date of previous inspection	04/06/2008
Telephone number	01254586996

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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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