

Lighthouse Children's Centre

Heath Road, New Invention, Willenhall, Walsall, WV12 5EF

Inspection date

17/12/2012

Previous inspection date

04/02/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- Skilled and knowledgeable staff support children's development very well through carefully considered interaction and through providing interesting and stimulating resources. As a result children make good progress in all areas of development.
- The premises are well planned and organised to provide children with wide ranging learning opportunities promoting children's independence as they select their own play activities.
- Staff professional development is actively encouraged through a variety of training opportunities resulting in staff who are skilled and able to support with children's wide ranging needs.
- Partnerships with parents, other agencies and schools are very effective ensuring that appropriate help is accessed for all children and they are well supported in their transitions to other settings and full time school.

It is not yet outstanding because

- There is further scope for daily checks of the outdoors to be more thorough prior to children using these areas.
- Although there are opportunities for children to access the outdoors these are at designated times of the day so there is further opportunity for children to move freely between indoors and outdoors.

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 meetings with the manager of the setting and the children's centre manager and discussed the organisation of the inspection.
- A joint observation of an adult-led group activity was completed by the inspector and the manager.
- A number of parents were spoken to on the day of the inspection and the inspector took account of their views.
- The inspector looked at children's assessment records and other documentation that related to the suitability of staff.
- The inspector observed activities both indoors and outdoors.

Inspector

Susan Rogers

Full Report

Information about the setting

The Lighthouse Children's Centre opened in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a purpose built building in Willenhall, Walsall on the site of Beacon Primary School and is managed by the

Local Authority. The setting serves the local area and is accessible to all children. The setting offers a nursery, a creche, wrap around care for children attending local nurseries and a holiday play scheme.

The setting employs 14 members of staff including the manager. Of these, 10 have an appropriate Early Years qualification at level 3. The centre is open five days a week throughout the year with the exception of one week at Christmas and bank holidays. The setting is open from 9am until 4pm Monday, Thursday and Friday and on Tuesday and Thursday it opens from 9am until 11.30am.

There are currently 32 children on roll, aged between one and seven years who attend on a part-time basis. The setting provides funded early education for two, three and four-year-old children. The setting supports children with special 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:

- identify aspects of the outdoors that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised
- provide as much opportunity as possible for children to move freely between indoors and outdoors.

Inspection judgements

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

Children thoroughly enjoy interesting and varied learning experiences at this setting. A challenging and stimulating environment is provided that is adapted and organised to meet the needs of the children who attend. Skilled and knowledgeable staff have a good understanding of the Early Years Foundation Stage and provide children with a broad range of educational activities that meet their individual needs. Children make good progress as staff complete an in depth assessment of their needs when they start. From this children's progress is closely monitored and plans are made for their individual progression. This ensures that children are encouraged to explore and be adventurous and try new activities. Staff ensure that children enjoy their activities and follow their individual interests. For example, children really enjoy using trains and dinosaurs in their play. Staff encourage children to extend their experiences by introducing these resources into sand

and malleable play. This ensures that children experience play activities that provide them with good educational depth and breadth. Staff respond very well to children's individual needs and through their warm approach help children to develop positive relationships with each other. Snack time is an enjoyable time for children as they have opportunities to meet socially with staff and other children and develop their independence.

The needs of all ages of children are carefully considered as the setting designates certain times for their care for the different ages of children this helps children successfully grow in confidence and prepare them for their move to full time school. Staff are very thorough in developing links with the schools that children will attend so that they comprehensively support children's transitions into full time school. Visits are organised for children at their new school and their new teachers visit them in the setting. Effective partnerships are in place with the host school staff, with children using some of the facilities on a regular basis. For example, children collect a cooked lunch from the school and eat this in the setting.

Staff support children's learning well as they understand children's individual stages of development. They encourage children to lead their own play activities by providing areas that inspire their creativity and interest. Children really enjoy pretending to wrap presents in time for Christmas promoting their physical skills as they cut paper and wrap toys. They are encouraged to make choices regarding play materials as they make their own dough, choose which colour it should be and decide that they would like to include some glitter. Children who attend the holiday play scheme enjoy activities that are well suited to their ages and abilities and these include cooking and craft activities. Staff listen carefully to children's requests and respond by planning and organising activities that they enjoy and suit their needs.

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

Children behave well; they are learning to share, take turns and include others in their play. Each child's key person holds detailed knowledge of their abilities and plans further learning opportunities that children enjoy. Staff are good role models and encourage positive behaviour through explanations and encouraging children to take responsibility. For example, children help themselves to drinks and tidy away after activities and snack time. They learn that they need to dress warmly at this time of the year which promotes their understanding of how to keep themselves healthy. They learn about good hygiene routines as they help themselves to tissues. A range of healthy snacks and opportunities to enjoy a school meal at lunch time encourage children's understanding of a healthy lifestyle. In addition, they know where they can get a drink of water when they are thirsty. Children access the outdoor play area regularly where they learn about the changing seasons. They have opportunities to dig in soil, ride bikes and make dens. Children enjoy climbing mounds and climbing through tunnels. There is, however, further scope for children to access the outdoor area more regularly and when they wish.

Staff are sensitive to the needs of children as they settle into the setting. They work closely with parents to organise this so that they can be helped to become more confident

in their new surroundings. Discussions with parents before children start and at the beginning and end of each session enable staff to support children effectively at this time. Link books that record children's daily activities and parents access to their child's assessment records encourages their further involvement in their child's development. Parents also are able to attend stay and play sessions where staff share with them the activities their child enjoys and give examples of how they can carry on with this at home. Younger children are encouraged to settle as they are cared for in their own specific area. They are well supported as they commence attending the setting and as they move into the larger play area when they are older. Staff take care in organising the room so that children's mobility skills are actively encouraged. This ensures they are encouraged to explore and enjoy new play experiences. Both the indoor and outdoor environments are well-resourced and effectively organised so children can choose the activities they prefer. They particularly enjoy using the interactive screen which they use independently and during adult-led activities. Here children learn about the purpose of text and different mathematical shapes. This encourages children to become confident when using technology and contributes well towards their skills for the future.

Staff monitor children's activities so that they play safely and this encourages their understanding of how to keep themselves safe. There are comprehensive risk assessments and through explanations staff encourage children to be aware of their own safety. There is, however, further scope for staff to check the outdoor areas before children use these areas as litter from the adjacent pathway, which is a potential hazard for children, strays onto the play area.

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

There is effective communication between parents and staff which ensures that children enjoy care that is consistent. Parents have regular access to their child's records and any related documentation that is used during the organisation of the setting. Invitations to parent consultation sessions and a regular newsletter provide further information for parents regarding children's activities. Staff are skilled at working with outside agencies to support the care of individual children and offer sensitive advice to parents regarding their child's development. Home link books and parents access to assessment records provide further information for parents so they are updated regarding their child's progress. Parents regularly include their opinions and impressions of their child's development and staff use these effectively to plan further activities for each child. Children who attend wrap around care enjoy continuity of care as staff communicate well with nursery teachers and ensure that they continue with children's educational needs.

Children are safeguarded well as staff and management have attended child protection training and there are clear procedures that are followed if there are concerns regarding a child's care. Staff are well supported in their role by strong management. There is effective recruitment and all staff are suitable to work with children. Staff are actively encouraged to obtain additional professional qualifications and attend training that enhances their skills and knowledge. Regular appraisals and a thorough induction ensure that staff suitability is maintained.

Managers and staff ensure that activities cover the depth and breadth of children's educational needs. They assess children's needs through observation and plan for the next steps in their development. Staff are knowledgeable and are secure in their understanding of the different areas of learning. The different needs of children and their families is understood by staff and through this the setting identifies challenging targets for improvement. The opinions of parents, staff, children and outside agencies are also used effectively to drive forward improvements and through this the setting has made considerable improvement since the last inspection.

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	EY380348
Local authority	Walsall
Inspection number	821529
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	1 - 7
Total number of places	32
Number of children on roll	32
Name of provider	Walsall Metropolitan Borough Council
Date of previous inspection	04/02/2009
Telephone number	01922 402544

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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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