

Aspired Futures

Kensington Foundation Resource Centre, 216 Whitegate Drive, BLACKPOOL, FY3 9JL

Inspection date

Previous inspection date

28/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children are making good progress in relation to their initial starting points. This is directly due to the high quality of the staff and the opportunities available to them across the provision.
- An extensive range of stimulating activities is available for the children to explore and enjoy.
- Staff are caring, enthusiastic and passionate about providing a care that will make a real difference to children's lives.
- The provision engages very well with a diverse range of other professionals as well as parents and carers. This ensures that all available information is taken into account to help children progress.

It is not yet outstanding because

- Children do not always access a sufficiently wide range of technology to further develop their skills for the future.

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 met with the manager and deputy and spoke with members of the staff team.
The inspector looked at children's assessment records and discussed with different members of the staff team how they are using these to support children's individual learning and development.
- The inspector looked at the comprehensive self-evaluation form and other evidence of how staff are evaluating the provision, such as parent, child and staff involvement.
- The inspector observed staff caring for children across the provision and in the outdoor area.
- The inspector checked key pieces of documentation, such as child records, developmental profiles, medication records and planning documents.

Inspector

Linda Shore

Full Report

Information about the setting

Aspired Futures was opened in 2012 in Blackpool. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Aspired Futures is owned and managed by a registered charity. The provision serves the local area of Blackpool, Fylde and Wyre. It operates from rooms within a detached building and there are two fully enclosed areas available for outdoor play.

The provision employs five members of childcare staff. Three members of staff are qualified to level 3 and one is qualified to level 4. One staff member is employed as a childcare apprentice. The provision opens Monday to Saturday, all year round. Pre-school sessions are from 9.30am until 1.30pm on Mondays. Sessions for children aged over five years are on Fridays from 3.15pm until 7pm and Saturdays from 9am until 2pm, term time only. Children attend for a variety of sessions. There are currently five children attending, who are within the early years age group. It supports a number of children with special educational needs and/or disabilities. The provision is supported by the local authority.

What the setting needs to do to improve further

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

- help children further develop technology skills for the future by increasing their opportunities to explore and operate information and communication technology equipment.

Inspection judgements

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

This unique setting provides a therapeutic, educational play provision for children with special educational needs and/or disabilities. It consistently delivers high standards of care and teaching, resulting in good progress for all children in relation to their starting points. The management and staff have fully embraced the Early Years Foundation Stage in their provision. They use the 'Development Matters in the Early Years Foundation Stage' guidance extremely well in their practice to fully support children's progress. For example, staff are highly competent in assessing children's levels of achievement and checking that

this is within the typical range of development for their age and/or stage of development. They use this knowledge to develop insightful ideas to further children's progress. The thorough planning systems ensure that children's unique needs are being met extremely well.

There is a good balance of child-initiated and adult-led activities to support children's ongoing progress and development. They are learning patience, turn taking and developing social skills as they engage in meaningful conversations with adults about their time in the provision and at home. Children enjoy sitting together for story time where staff are skilful at engaging their interest. Books written by staff, which include children's names and pictures, fascinate them. The reader is animated and enthusiastic and children join in. These activities effectively develop the children's language and communication skills and their imagination to develop their own ideas.

Children are learning about colour and numbers through everyday routines. For example, they discuss orange and green vegetables and count the carrots into the pan. They receive high praise for their efforts. Children are free to express their ideas on paper as they make shopping lists and help staff to make notes. As a result they are learning early writing skills and that marks have meaning. Skilful support from staff, who discuss their writing with them, builds vocabulary by describing what they see and providing children with the right words. Children enjoy creating with dough and digging in sand. This supports their creativity as they explore texture through their senses. Children play with some simple technology, such as torches and programmable toys. However, they do not always have access to a sufficiently wide range of technology to develop an interest and skills for the future.

Children play outdoors every day for fresh air and exercise. They develop their physical skills very well as they ride bikes and cars, build dens, climb and jump. They also have opportunities to write, use paint brushes, dig and use their imagination. This means that children have the opportunity to continue their learning outdoors across all areas and follow their own choices. This actively supports their confidence. Children are transported home by staff, who use this time very effectively to expand their understanding of the world they live in. They use maps to help find the way home and are engaged in stimulating conversations about what they see. For example, the police speed camera prompts discussion about being safe and the importance of following rules.

Parents are involved in their children's learning through sharing information on their progress and achievements after every session; they speak to staff when children are taken home. Any concerns are shared and parents read and sign the children's daily diary. Consequently, parents are kept fully informed about their child's day. The strong focus on developing the prime areas of learning for children means that they are gaining skills and confidence to help prepare them for the next steps in learning as they start school.

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

A nurturing, calm and supportive atmosphere helps children to develop healthy bonds with their key person. They also get to know all staff well due to the very small numbers. The

skills and experience of staff, and the quality of teaching, is high. Staffing levels are well above requirements at the provision enabling children to have more time with adults on a one-to-one basis and in small groups. This is contributing extremely well to children's safety, comfort and security. Staff are constantly aware of each child's needs through their observations and their communication with parents and agencies, so that their needs are fully met. Children develop their confidence and settle in the session as staff work closely with parents and agencies to quickly identify children's needs and interests. Tailoring activities to children's individual interests and abilities means that they have a broad base for exploring and learning.

Children learn about what is right and wrong. Staff provide consistent behaviour boundaries and any issues are dealt with swiftly and effectively. For example, children are quickly distracted from any unacceptable behaviour and the consequences of their actions explained clearly. As a result of this children learn acceptable behaviour at the provision and understand that different behaviours may be needed depending on their current situation.

The rooms are very well set out so that all children are able to access the toys and activities easily and make their own choices. They are learning to be independent and make healthy food choices, as even young children help to prepare dinner. For example, they peel and cut the carrots for cooking. Children serve and feed themselves with little help and have access to drinking water at all times. All children's dietary requirements are adhered to and there are high standards of hygiene in the provision. Accident and medical records are kept meticulously, which ensures children's health is well protected.

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

The management team's enthusiastic leadership is communicated to staff and volunteers. They are fully committed, work well together as a team and are highly motivated in providing the best care for children. Staff are monitored effectively and have regular meetings and appraisals with the manager to discuss their training needs. The staff team as a whole is very keen to engage in further training and staff development, in order to have an even more positive impact on children's learning. They all have a thorough knowledge and understanding of the Early Years Foundation Stage and their responsibilities to implement this for all children. They work successfully together to identify areas for improvement in their provision. Everyone's views are valued, including those of parents and children. This means that high standards in teaching and planning are maintained in the provision by means of an ongoing action plan.

Children are safeguarded well in the provision as all staff receive full training and know what they should do if they have concerns about a child. The premises are secure and there are robust procedures in place for staff recruitment and the admission of visitors to the building. Meticulous records are consistently kept and staff are aware of the need to be vigilant and to report any concerns to the manager or to an appropriate agency. Staff have recent safeguarding training and paediatric first aid certificates. They carry out daily safety checks on the premises, which means that children are safe from any potential

hazards.

Parents and carers have very positive views about the provision and their comments on the provision are valued. Support for children with special educational needs and/or disabilities is excellent. Strong links exist with the specialist providers of additional support, such as health visitors, speech and language therapists and social workers. Staff attend or take the lead in multi-agency teams meaning that children's additional needs are fully identified and met. Staff nurture strong links with other local providers. Children benefit from this sharing of good practice. They pass on children's progress records to their schools and welcome visits from Reception class teachers, which aids transition. This unique, exciting and rapidly developing provision, gives children their best chance of a secure foundation for future learning. This helps to prepare them for the transition to school. The unique nature of this provision and the variety of support available means that children can continue to be supported in a secure environment long after they start school.

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	EY442195
Local authority	Blackpool
Inspection number	809903
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	8
Number of children on roll	5
Name of provider	Aspired Futures
Date of previous inspection	Not applicable
Telephone number	07840023986

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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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