

Longshaw Children's Centre

Crosby Road, BLACKBURN, Lancashire, BB2 3NF

Inspection date	01/02/2013
Previous inspection date	23/11/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Partnerships with parents are first class and staff develop very strong relationships with parents that enables an excellent two-way flow of information. This supports and promotes children's learning and development at the highest level.
- The extremely welcoming, colourful and spacious environment indoors and outside offers children many interesting and stimulating opportunities to explore and learn.
- Children's language development is given a very high priority. As a result, language delay is recognised early and very effectively supported, with the involvement of families and other professionals.
- Children make excellent progress in developing confidence and independence. The setting manages transitions to school and other settings through a highly consistent, child-centred approach.
- Staff work very effectively together as a team and there are highly comprehensive systems in place to monitor and evaluate all aspects of the provision. Staff are enthusiastic and very motivated, which enables them to provide the best care for children.
- The inspiring and motivational management team skilfully fosters a culture of ongoing professional development and excellent support for all staff, enabling them to continually improve the quality of experiences provided to children.

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 all areas inside and outside of the setting and talked to children.
The inspector examined a number of key documents including a selection of policies, the setting's self-evaluation form, children's assessment records and evidence of staff suitability and training.
- The inspector held meetings with the manager and carried out a joint observation of an adult-led activity. The inspector talked to staff working in each area of the setting.
- The inspector took account of the views of parents and carers spoken to on the day of inspection as well as views expressed in questionnaires carried out by the setting.

Inspector

Anne Mackay

Full Report

Information about the setting

Longshaw Children's Centre childcare provision registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is integrated within part of Longshaw Nursery School and operates within refurbished single storey premises close to the centre of Blackburn. The setting serves the local area and there are two fully enclosed areas for outdoor play. The nursery employs 10 members of childcare staff, including the manager. All hold appropriate early years qualifications at level 2 or above and two members of staff hold Early Years Professional Status.

The setting is open Monday to Friday, 49 weeks of the year. The setting is closed for bank holidays and for five training days a year. The setting currently takes children from six months up to the age of five years of age. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 55 children attending who are within this age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak 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 further children's understanding of the world through activities relating to the natural world and the environment.

Inspection judgements

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

Children really enjoy their time and are exceedingly well motivated to learn in this high quality setting. Staff have a comprehensive knowledge of the Early Years Foundation Stage and implement this framework very successfully. In addition, they have a highly detailed understanding of every child in their care so that they know exactly the progress each child is making. They evaluate and monitor the progress of each child very effectively, meticulously noticing each child's interests so that they provide a stimulating

range of resources and activities that supports children to reach their potential. For example, children with disabilities are encouraged to paint with their feet and enjoy the sensation of squelching the paint underneath them. Parents report being extremely appreciative of the high quality and well-presented information contained within their children's learning journals. The setting takes significant care to find new and innovative ways to involve parents in their children's learning and use tools, such as the 'WOW! Board', to inform parents of their children's achievements. The excellent two-way flow of information between the setting and home results in children's learning being very effectively supported.

There is an extremely sharp focus on helping children to acquire communication and language skills and supporting physical, personal, social and emotional development. The setting completes the progress check at age two at a time that suits the child and the parents. These are comprehensively completed, with good analysis, using language and terms that can be fully understood by parents. Staff foster children's language development very well indeed and interactions between staff and children are animated. Staff have attended a broad range of training that supports language development and very effectively put this to use in their interactions with children. For example, staff repeat phrased back to children to help them consolidate their vocabularies, and introduce them to new words frequently. They ask open-ended questions to inspire children's thinking, for example, 'What would help the water flow through the funnel?' and 'What would help make your baby more comfortable in the pushchair?' Babies and younger children listen attentively to stories read by lively and enthusiastic staff, helping children to contribute with bells and shakers. The setting further encourages reading by providing books for children to take home. This gives parents a wonderful opportunity to help their children obtain a love of books through reading and talking about the pictures. Staff are also very adept at assessing when additional support may be required to ensure children reach their potential. Staff maintain an open dialogue with parents and are then able to determine the need for the early involvement of speech and language services.

The well-resourced and stimulating environment, both indoors and outdoors, provides children with many challenging opportunities to extend their learning. Children benefit from being able to move freely around the setting, choosing between being physically active or taking part in quieter moments where they develop good concentration skills through rich and varied art and craft work. Children have access to a very good range of information and communication technology equipment, such as tablets and computers, which provide further opportunities to extend their learning. The setting makes innovative use of recycled materials and objects. However, opportunities to extend children's learning of the natural world and the environment do not receive such a high priority. Children's early writing skills are developing well and evidence of this is seen as children happily use the crayons and pencils to make marks that begin to resemble early letter formation. Children use scissors confidently to cut out their pictures and are proud to show their creations to other children and staff. Displays are bright and welcoming and show a map of the world detailing where individual children were born or have visited. Babies and young children are encouraged to be active learners; persevering with tricky things like building towers or completing jigsaws. This results in their really enjoying a sense of achievement when they succeed.

Staff are extremely vigilant to ensure that children are gently encouraged to take part in the breadth of activities on offer, quietly suggesting to shyer children that they go outside with a favourite friend or member of staff. This flexible routine enables children to make independent decisions and choices, raising their self-confidence. Children have access to a wide range of opportunities outside of the setting, such as regular visits to the local care home and the local special school, thus extending their knowledge of the local community. Children are exceptionally well prepared for school and their next stage of learning. For example, children develop their social skills as they play cooperatively with each other, take turns, share resources and negotiate and problem solve when carrying out activities.

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

Children benefit from extremely secure and warm attachments with staff, which form as a result of staff spending lots of time in developing caring relationships with them. The setting places a very high priority upon ensuring children have a successful introduction to the setting, so that every child's individual needs are completely known and are met. Key persons find time to get to know the whole family and do home visits; parents are fully welcomed into the setting at all times. These highly supportive systems continue throughout children's stay at the setting. Parents are encouraged to play a meaningful part in handovers within the setting and information between key persons is carefully shared, enabling children to move smoothly and gently onto their new rooms when they are ready. Staff give first class support to children with additional needs, helping them to flourish, and feel special and fully included in the setting. Staff receive additional training to enable them to provide complex care. They work closely and very actively with a team of specialists so that an integrated approach to the health and education plan is wholly implemented.

Children benefit from healthy, nutritious snacks and plentiful opportunities for physical exercise every day that contributes to their good health. Meal and snack times are very sociable occasions where children and staff sit together and chat happily. Children cut up their own fruit and vegetables and learn good hygiene routines with regard to personal care. Children's good oral and dental health is very effectively promoted through the 'Smile for Life' scheme as the setting is fully accredited. Babies' personal care needs are continually met and practices, such as a strict 'no shoe' policy in the baby area help keep babies healthy. Staff use nappy changing time as an opportunity to chat, providing lots of eye contact and positive facial expressions. Staff cuddle and comfort the babies off to sleep if that is what is needed. This encourages and nurtures children's trust and feelings of security.

Children's knowledge about personal safety is encouraged through road safety activities, discussions about the hazards of talking to strangers and regular evacuation drills. This very positively contributes to children developing a sense of danger and how to keep themselves safe. Staff have an excellent understanding of relevant policies and procedures, such as the action to be taken regarding a sick child and the administration of medication. This helps to further minimise the risk of cross infection and safeguards children's health.

Staff act as first class role models. They provide clear guidance for children about what is acceptable behaviour and due to this, children behave well and are kind and caring towards one and other. Children play together acting out their own stories with imaginary characters. Such experiences help the children to develop early friendships and enhance early social skills initiating conversation and cooperation skills.

Partnerships with other early years providers are very well established and information is shared to support children's continuity of learning. Children have access to a wide range of opportunities outside of the setting Children are well prepared to move on to school and opportunities, such as joint sports days are very thoughtfully planned in to the calendar so that children are very familiar with the 'big school' before they leave. Consequently, children sustain their self-confidence and motivation to learn.

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

Leadership within the setting is inspirational and the manager has the highest aspirations for quality and a very clear focus that her priority is the children within her care. She knows both the children and staff very well indeed and by example she ensures the ongoing development of the service. A highly effective system for regularly monitoring practice ensures the setting is always evolving and improving. Parents' views are valued and have been incorporated within this evaluation of the setting, resulting in improvements, such as the transition arrangements within the setting.

Robust systems practised by vigilant staff ensure that children are comprehensively safeguarded in the setting. There are extremely well-organised policies and systems in place to assess potential risks and address any identified hazards. The setting has taken further care to ensure the highest standards of safeguarding by undertaking a comprehensive audit and drawing up a specific safeguarding action plan.

Extensive training opportunities result in all staff having a very thorough knowledge of their responsibilities in meeting the welfare and learning and development requirements of the Early Years Foundation Stage. Opportunities are taken to share best practice within the setting and with other local provision. This results in improvements, such as introducing self-service at mealtimes, thus increasing children's independence skills.

Robust recruitment practice and detailed induction processes ensure that all staff are suitable to work with children and that they have a secure knowledge of their roles and responsibilities. Senior staff within each room provide additional support to ensure high standards are applied throughout the setting. Staff benefit from regular supervision and appraisals identify successes and areas for development. As a result, staff are extremely enthusiastic, motivated and their morale is high. Staff confidently raise any concerns that they have about individual children's progress so that early support can be initiated. Partnership working with other professionals and agencies is extremely well embedded and used to identify and meet children's needs.

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	EY272648
Local authority	Blackburn
Inspection number	860829
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	70
Number of children on roll	55
Name of provider	Blackburn with Darwen Borough Council
Date of previous inspection	23/11/2009
Telephone number	01254 698 832

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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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