

Giant Leap Childcare and Learning Centre

Coal Clough House, Coal Clough Lane, BURNLEY, Lancashire, BB11 4NJ

Inspection date

28/01/2013

Previous inspection date

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's well-being and independence is given high priority and their behaviour is good. Consequently, children become competent in managing their personal needs and make choices in their everyday play.
- Recent changes to the management structure have resulted in a strong focus on the evaluation of the setting and staff training. Robust appraisals means that staff are improving their skills in supporting children's learning.
- Children's communication and language skills are extended as they readily talk about their play. As a result, children develop their vocabulary as new words are introduced and language structures are being appropriately developed.

It is not yet outstanding because

- There are insufficient resources for children to see how numbers are used in the environment such as used as labels.
- Children's thinking is not always supported because staff are inconsistent in the asking of open-ended questions and inappropriately direct children's play.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 nursery rooms and the outside learning environment and viewed toys, equipment and resources.
- The inspector held meetings with the manager of the provision, the provider and members of staff.
- During the inspection, the inspector viewed children's assessment records, planning records and regulatory documentation regarding adults suitability, children's details and any relevant information.

Inspector

Janet Singleton

Full Report

Information about the setting

Giant Leap Childcare & Learning Centre was registered in 2012 onto the Early Years Register. It operates from a detached, converted premises in the Burnley area of Lancashire and is managed by a manager with the provider taking an active role in the setting. The nursery serves the local area and is accessible to all children. There are four playrooms and three secure outdoor play areas.

The nursery employs 13 members of childcare staff. Of these, all hold appropriate early years qualifications to a minimum of level 3. All room leaders have a level 5 qualification. The manager holds the Early Years Professional Status and the deputy has a level 5 qualification and is working towards a level 6. There is a member of staff with Qualified Teacher Status. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 77 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 those 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:

- review the teaching and learning experiences by ensuring staff consistently extend children's thinking by the use of open-ended questions, and know when to intervene and when to let children follow their own learning pathways
- extend further the programme for mathematics to help children see how numbers can be used in a variety of contexts, for example, by providing number labels, number lines and displaying numerals in purposeful context such as signs.

Inspection judgements

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

Staff provide a range of activities and opportunities throughout the areas of continuous provision for children to make good progress in their development. Children play and enjoy their learning as they make choices in the setting regarding what they want to do and how they want to spend their time. They self-select toys and equipment and learn to become independent and take an active role in their play and learning. The children are happy and engaged as they eagerly enhance their play, for example, transporting

resources to other areas of play, in order to continue their lines of thought. Those children, who have English as an additional language are very well supported. Strong links are made with their families to provide a consistent approach, and to develop their children's language and understanding in English. As a result, children are working comfortably within the typical range of development expected for their age. They are acquiring skills, attitudes and dispositions, which they need to be ready for school and the next stage of their learning.

Key persons know their children well and complete observations and assessment on children in their care. They complete a record journal of the child's learning and these contain photographs of what children are doing and playing with. Staff evaluate what skills children are practising and what they can do, and make links to the areas of learning. They track and monitor children's progress across all the areas of learning, in order to inform planning and provide activities matched to individual children's needs. Through planning, the educational programmes are broadly covered, however, staff do not provide resources such as number lines or numbers as labels to encourage children to explore and experiment with numbers to fully promote their mathematical thinking.

The promotion of children's communication and language is a strength of the setting. Children learn about words and text as they observe letters as labels and view signs and posters. They make marks on the chalk board and writing table, with some children forming the letters of their name as they practise their writing skills. Children ask questions, as they demonstrate their natural curiosity and confidence. They make their needs known as they ask to play outdoors, developing their physical skills. They ask for their choice of song at circle time as they feel confident to sing with enthusiasm and gusto. Children develop their small movements as they make jigsaw puzzles and roll and explore the properties of the play dough. Babies particularly enjoy the play dough as they squeeze it between their fingers, exploring the texture. Babies move freely in the sensory area looking at themselves in the mirrors, as they begin to learn that they are separate to others. They play with the stacking bricks and show their pleasure as they laugh and giggle with each other and the staff. Children, who have special needs and/or disabilities are very well supported with strong links made with their families and other agencies to provide a consistent approach to support children's learning.

Parents are provided with information regarding their children's needs through the daily communication book and daily discussions with them. There are invitations to come into the nursery to stay and play with their children. Parents are invited to contribute to their child's learning journey record and to support learning at home. Consequently, a consistent approach to children's learning is maintained.

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

Children are happy, settled and secure as they form strong bonds with their key person promoting their emotional well-being. Secure settling-in and transitional arrangements means that children are able to separate from parents and move between rooms confidently. Children's self-help and independence is successfully promoted as they learn to wash their hands, put on their coats and attend to their personal needs. Children

delight in serving their own snack and sit together enjoying the social occasion as they engage in discussions relating to their day. Children of all ages actively seek out resources and are confident in exploring their rooms as they demonstrate their feelings of being safe and secure in the setting.

Staff are consistent in their expectations in regard to children's behaviour. As a result, children understand what is expected of them and readily follow staff instructions demonstrating their good behaviour. Staff are deployed well and give clear messages regarding behavioural expectations, consequently children learn to share, take turns and to play well with others. Staff consistently and appropriately praise children as they build children's self-confidence and esteem. Through playing with resources that reflect the differences and similarities of people, children learn to respect diversity and develop an understanding of the cultures and societies of the world. These skills successfully prepare children for their next stage of their learning and transition onto school.

Overall the setting is well resourced and equipment is of a high quality to ensure that children's well-being is continually supported. Children enjoy the outdoor play area where they are able to run, climb and ride wheeled toys with ease as they develop their physical skills. Healthy meals are provided and children make good choices from the fresh fruit, pancakes and fresh vegetables available for snack time. They talk about what is healthy and how good foods make you big and strong as they develop an understanding of healthy lifestyles. Care routines are agreed with parents and staff in the baby room follow each child's individual routine. Consequently, a consistent approach to support children's feelings of security and emotional well-being is maintained.

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

The registered person, managers and staff understand their roles and responsibilities with regard to the welfare and safeguarding requirements of the Early Years Foundation Stage. Consequently, a range of clear policies and procedures to support children's care and education are in place. Recent changes to the management structure and to staffing have resulted in a thorough evaluation of the setting taking place. As a result, a clear and targeted development plan has begun to be implemented to improve the planning and training for all staff and therefore, the care and education of children. The newly appointed and dedicated manager has recently implemented more robust procedures for the supervision and appraisal of staff to monitor their performance. A training programme for all staff has been established. Consequently, staff knowledge and skills are increased to promote the education and development of all children. Regular team meetings are now a part of the setting's management procedures and therefore, staff are able to give their ideas and contribute to the evaluation and development of the setting.

The monitoring of the educational programmes shows a broad range of experiences and play is offered to help children progress their learning. Enhancing staff intervention and quality of teaching in regard to the asking of open-ended questions to extend children's thinking and encouraging the delivery of an enriched mathematical environment would further shape children's experiences. Children are well safeguarded from harm because

staff are clear of their responsibilities and fully understand whom to report any concerns to. Supporting procedures are in place and understood by all staff, in order for children to be further protected. Children's safety is of paramount importance and staff are vigilant about safety at all times. They complete risk assessment and all play areas are checked daily to ensure children's safety. Visitors to the premises have their identification checked and signed in. All doors are secured and access is by a member of the staff to keep children safe at all times. Strong relationships with parents and other settings, such as the health and social services, means that information, which promotes the health and well-being of children is shared.

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 action. 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	EY445496
Local authority	Lancashire
Inspection number	811787
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	107
Number of children on roll	77
Name of provider	Giant Leap Childcare and Learning Centre Limited
Date of previous inspection	not applicable
Telephone number	01282 425893

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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, which are usually the childminder's 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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