

First Class Childcare Accrington

10 Cannon Street, Accrington, LANCASHIRE, BB5 1NJ

Inspection date	14/05/2013
Previous inspection date	21/10/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Relationships with parents are strong and contribute well to children's learning and development needs.
- Key persons are highly skilled and sensitive and help children to form secure emotional attachments and feel very secure within the setting. They have an excellent knowledge and understanding of the children that they care for and skilfully support children in their next steps in learning.
- The educational programmes provide interesting and challenging experiences to promote children's learning and development as they progress towards the early learning goals.
- Arrangements for safeguarding children are effective and clear policies and procedures are implemented well to promote children's safety and well-being.

It is not yet outstanding because

- There is room to further enhance younger children's communication and literacy skills through using labels and pictures in the environment to encourage their emerging language.
- The provision of flexible resources and enhancements to ignite children's play and exploration in the jungle area are still developing.

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 baby room, toddler room, pre-school room and the extended learning provision in the jungle area.
- The inspector held meetings with the manager; and talked to the members of staff during activities and observations.
- The inspector looked at a sample of children's learning records, a selection of policies, risk assessments, staff qualifications and suitability records.
- The inspector also took into account the views of parents spoken to on the day of the inspection and from questionnaires.

Inspector

Wendy Fitton

Full Report

Information about the setting

First Class Child Care Accrington is part of a group of nurseries with First Class Childcare Limited Company. The nursery was registered in 1992 on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The nursery operates from single storey, converted premises in the Accrington area of Lancashire. There are outdoor play areas and gardens. There are currently 118 children on roll within the early years age group.

The nursery provides funded early years education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery opens Monday to Friday, all year round, excluding Christmas and bank holidays. Opening hours are from 7.30am to 6pm. There are 16 members of staff employed to work directly with the children. Of these, 16 hold an early years qualification at level 2, 3 and above. The nursery employs a cook, a cleaner and support staff. The nursery is supported by an early years teacher and receives support from 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:

- enhance opportunities to promote children's developing languages skills, such as by extending the provision of signs, labels and photographs in the environment
- enhance the activities and resources in the jungle area to further ignite children's interest by, for example, flexible resources, such as lengths of fabric, clothes pegs and natural materials to develop and facilitate their play and exploration.

Inspection judgements

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

Children are happy and motivated to learn through the provision of interesting and challenging activities and experiences to meet their individual needs. Staff have a good knowledge, skills and a clear understanding of how children learn. There is a sharp focus on helping children to acquire communication and language skills, supporting physical, personal, social and emotional development. There is scope to promote more opportunities around the environment for children to see words, labels and photographs on everyday objects and items of interest to further enhance their language and communication skills. This is in order to prepare them for school and for their next stage

of learning. Babies make good relationships with their key person and engage in playful interactions with them. Babies like to be cuddled and snuggle in and, therefore, feel emotionally secure. Babies enjoy finding their own nose and other parts of the body and use their voice, gestures and eye contact to develop their self-awareness. Staff encourage babies to explore and investigate their surroundings and enable them to move freely and safely to develop their movement and physical skills. Babies show they are confident to explore and make choices from the different play areas set up around the environment. Staff respond to babies growing interests through the provision of role-play, construction toys, and sensory toys and therefore, support their independence and imaginative skills. Staff support children's emotional needs as they reassure them when separating from their parents.

Toddlers enjoy the extended learning provision in the jungle area. However, toys and resources in this area do not always fully ignite children's interest so that they maximise on their exploration and investigation skills. Toddlers understand simple mathematical concepts, such as, big and little as they engage in conversations about the dinosaurs. They talk about long and short tails and big teeth and begin to discover shapes and sizes. Staff engage in children's conversations about the resources and what children are doing to extend their language and communication. Toddlers show curiosity when playing in the den, showing fascination with the shadow of the ball on the den roof. Staff follow children's leads to what they are interested in. They support them when they dress up in their favourite costumes to develop their imagination and self-expression. Older children respond to repeated refrains and they anticipate key events and phrases, when singing the bumble-bee rhyme. Staff enable children to listen to each other, share experiences and describe something they have done. As a result, children become confident in their communication skills and social skills.

Teaching is effective and assessment procedures are focused and comprehensive. Staff plan the learning programme from the information gathered from parents on entry to the nursery. Each child is assigned a key person to be responsible for their development, routine care practices and relationships with parents. Every child has an individual profile and learning journey. Staff have detailed knowledge of every child's needs and future needs and all children are at their expected level of development. Staff are fully aware of how children learn and plan to support their progress. Children are involved in all activities. Relationships with parents are effective and make a good contribution to meeting all children's needs. Staff discuss children's learning and progress with individual parents and the learning records and daily diaries are accessible to them. As a result, effective relationships with parents support children's learning and progression in the setting and at home.

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

The nursery is welcoming to children and parents. There is lots of information displayed in the entrance reception area and on the corridors. This, together with the friendly and reassuring staff, reinforces that children are valued, which in turn enhances their emotional well-being. Children settle well because staff are friendly and welcoming. They make sure they work closely with parents to find out about the children's routines so that

they can meet their welfare needs. The effective key person system and the warm interaction between staff and the children ensure that all children form positive and trusting relationships with the staff. They go to them for reassurance and a cuddle which provides them with a secure and safe environment for them to develop their confidence and self-esteem. Children's behaviour is positive due to the clear boundaries and guidance provided by the staff. Staff are good role models and help children understand right from wrong. There is a designated member of staff to take on responsibility of support to staff who may need to deal with any challenging behaviour. Staff focus on the positive behaviour and involve parents with any issues. Children enjoy the responsibility of carrying out small tasks and respond to praise and encouragement from staff so they feel valued.

Staff support children to develop their own independence as they enjoy tidying up, setting the tables for lunch and tending to their own personal needs at the bathroom. Staff promote health awareness by talking to children about exercise and healthy eating during their meal times. Children understand aspects of safety, when they walk to the table with their own plate of food, they make a line to go outside and wait in the queue for their lunches to be served. Children learn about the importance of a healthy diet. They are provided with a good range of healthy and nutritious snacks and meals. Children are taught about the importance of healthy eating through various activities. They learn about healthy lifestyles as part of the topics and themes. For example, healthy body and happy me weeks when they enjoy yoga and dancing classes. They take part in physical activities both inside and outside, they run, climb, jump and crawl according to their individual abilities. The indoor learning environment enables children to independently choose from a selection of resources that are easy for them to reach. This encourages them to become confident learners and teaches them to make choices and play cooperatively alongside others. Children feel safe and secure in the nursery environment and learn about risks and safety procedures. Staff talk to children about not wandering into the corridor and the children know not to run about inside, so that they don't bump into anyone or trip over. Premises are well organised and ensure that children can rest, sleep and eat in comfort and safety to promote their well-being.

Staff promote toddlers health and self-care and they show a desire to help with dressing and undressing themselves. They put their own coats on for going into the 'jungle area' and display growing independence as they follow the routines for toileting and hand-washing. Older children make positive relationships and demonstrate friendly behaviour during their play, they listen to others ideas. They develop their personal and social skills for making relationships and managing their own feelings. Staff support children to develop their own independence as they enjoy tidying up, setting the tables for lunch and tending to their own personal needs at the bathroom.

Parents are very pleased with the nursery and state that it is friendly, with approachable and supportive staff. There are good facilities and children are well looked after. Parents are fully informed of the complaint procedures and know who to contact in the event of any concerns. Children are well supported in their transitions within the nursery. This is due to the settling in visits with their key person as they move into a different room. All individual records and learning journeys are passed on to the next key person in order to meet and support children's individual welfare and development needs. Staff prepare the children for changes as they use the transitions boxes. These have familiar items,

photographs of staff, objects and pictures of toys that children will encounter in their next base room.

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

The nursery is well-organised and the manager has high expectations for all children. She ensures each child makes good progress in their learning and that they are protected and safeguarded. The manager has a secure knowledge of safeguarding issues and procedures. All staff have completed safeguarding training and the manager and deputy take the lead in being responsible for safeguarding children. There are detailed policies and procedures that highlight any actions to be taken in the event of any allegations being made against staff. All staff and managers understand their roles and responsibilities to safeguard children and are aware to inform local children's social care agencies and Ofsted. There are robust checks of staff to ensure they are suitable and safe to work with children. Effective risk assessments and health and safety procedures ensure that hazards are minimised in order to reduce the risk of accidents to children. Accident and incident records are well documented and shared with parents. All safety equipment is in place and the staff are vigilant at all times. Children are supervised by staff who are deployed effectively and the manager and staff are totally committed, dedicated and passionate about their work with children. The manager promotes the children's safety by ensuring that all policies and procedures are effectively implemented, and that parents are kept well informed.

Induction systems ensure that staff are clear about their roles and responsibilities. The practice and performance of staff is effectively monitored and robust supervision is undertaken. This formally identifies individual professional development and training needs in order to continually improve the learning programme and children's achievements. Partnerships with parents, external agencies and other providers are well established and make a strong contribution to meeting children's needs. Parents speak highly of the nursery and express their satisfaction with the service provided. Parents are kept informed about their children's progress through daily discussions with their child's key person. Information displayed on notice boards and in newsletters also helps to keep parents informed, this includes information about any activities, themes and community information. Partnerships with external agencies and other providers are well established. For example, links with teachers from local schools to support children in their transitions, lots of involvement with health professionals and social workers and staff attend review meetings and conferences. As a result, there is secure support for children with any identified needs and, therefore, ensures no child is disadvantaged.

The manager is fully committed to developing practice and ensuring continuous improvement. Strengths and improvement plans are clearly identified and the manager involves staff and parents in self-evaluation. The manager clearly recognises her strengths and is a good communicator with staff and parents. She listens to staff and parents, and takes on board their ideas and suggestions, and is open to change. The manager is a good role model to staff and is involved in all day-to-day life of the nursery. Staff have a secure understanding of all children's skills, abilities and progress. The manager has a

good overview of the curriculum and the monitoring of the educational programmes to ensure the provision of a broad range of experiences, to help all children make progress to the early learning goals. She promotes effective team working and ensures that all staff are up to date with training and encourages on-going training for staff to update their knowledge and skills. As a result, all children's care, learning and development needs are fully met.

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	309306
Local authority	Lancashire
Inspection number	892622
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	63
Number of children on roll	118
Name of provider	First Class Child Care Limited
Date of previous inspection	21/10/2010
Telephone number	01254 390 107

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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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