

Newtown Early Years Centre

West Street, COLNE, Lancashire, BB8 0HW

Inspection date	29/05/2013
Previous inspection date	24/11/2010

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

- The learning programme for communication and language is very well supported and as a result, children's listening, speaking and language skills are effectively progressed.
- Children's independence is given high priority as they are able to make decisions about what they want to do. Their self-help skills are effectively promoted to help prepare them for the next stage in their learning.
- Good relationships with parents help children to make progress, because the staff work effectively with parents to ensure a joint approach to children's learning to promote the importance of the home learning environment.
- The exciting and inviting outdoor play area, which children can freely access, means they are able to make their own decision about when they wish to play outside. They run, climb and explore the natural environment and explore their bodies to further develop their physical skills.

It is not yet outstanding because

- There is scope to provide more opportunities for children to experiment with numbers and become familiar with numerals, in order to strengthen their interest in numbers and number recognition.
- On occasions, staff do not always make full use of open-ended questions to further extend children's thinking.

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 room and the outside learning environment and viewed toys, equipment and resources.
- The inspector held meetings with the manager of the provision and members of staff and spoke to a number of parents.
- The inspector looked at children's records and a range of policies.
- The inspector and manager took part in a joint observation of practice within the 'moon' room.

Inspector

Janet Singleton

Full Report

Information about the setting

Newtown Early Years Centre was registered in 2004. It is run by a voluntary management committee and operates from designated areas in Newtown Nursery School in Colne, Lancashire. Children are cared for in two rooms and children over three years are integrated within the centre. All children share access to secure outdoor play areas. The centre serves children from the local community. The centre is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery employs 14 members of childcare staff. Of these, eight hold an early years qualification at level 3 and one at a level 2. The management team and room leaders are all qualified from a level 4 to a level 6 in early years. Additionally, there is support from the teaching staff from within the nursery school. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.45am until 5.45pm. Children attend for a variety of sessions. The centre supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. There are currently 97 children attending who are within the early years age group. The nursery provides funded early education for three- and four-year-old children. The nursery 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:

- review and further enhance the learning environment to enable older children to extend their understanding of mathematics and experiment with matching numbers, numerals and objects; by further reflecting numbers and numerals as labels

- review and reflect on how staff consistently use open-ended questioning in order to extend children's thinking further.

Inspection judgements

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

Children enjoy taking part in the broad range of quality activities and as a result, they make good progress towards the early learning goals. Good quality planning, based on the accurate assessment of children's next steps for learning, enables staff to plan a rich and interesting range of activities and environment. Additionally, staff ensure activities are matched to children's likes and interests. This they do by completing very good

observations which they use to assess children's progress and inform planning. Comprehensive use of the early years trackers ensures children's progress is monitored and they continue to make good progress in their learning and development. Staff understand each child in their care and know how they learn. They have high expectations and work well to ensure children's learning is fully promoted. Those children who speak English as an additional language, or who have special educational needs and/or disabilities are supported through targeted planning and working closely with their parents and carers to identify and meet their individual needs.

Children enjoy their time at the nursery and are active learners as they seek out the good quality experiences. They delight in building in the construction area as they learn how to problem solve. Staff promote children's use of mathematical language, for example, describing building towers as bigger or smaller than themselves. Although, good opportunities are provided for children to count, the use of numbers as labels for children to explore and experiment with, is less well planned for to enable children to extend their understanding of numbers and numerals. Staff engage and focus children in good quality conversations resulting in their vocabulary and language skills being developed. Additionally, children delight in chattering during their play practising their developing language skills and building their vocabulary. Staff plan for children to make marks in many different mediums, for example, flour, paint and using pens and papers to make lists. Consequently, children learn that marks have meaning and use this knowledge to practise writing their name. Staff encourage children to look for patterns and shapes as they draw circles, squares and make stripes in the paint. Children become engaged and interested as they examine the marks they have made as staff skilfully extend the activity to help them transfer these marks onto the paper. As a result, children's enthusiasm for learning is enhanced. Staff support children's understanding of volume and capacity as they help children to pour and fill containers in the water. Therefore, children learn to measure and develop their hand and eye coordination necessary for early writing.

Children's independence is given high priority as they are encouraged to manage their own needs in the bathroom and when getting dressed to play outside. Staff help children to think about which foot their shoes are on, as they ask sensitive questions to help children think about what they are doing. For example, staff ask if footwear looks right and if it feels comfortable or tight, to help children think about the correct foot for each shoe. Staff introduce right and left so that children learn about direction and orientation. That said, there is occasionally an inconsistent approach by staff to the use of open-ended questioning to support and extend children's thinking so they can make the best possible progress. Children have many opportunities to explore the wonderful and exiting outdoor area where they use their imagination and develop their physical skills. They work together as they laugh, giggle and climb the equipment as they chase each other and engage in free play outdoors. Children delight in playing in the water as they splash, fill containers and learn to switch taps on and off. They squeal, laugh and are thoroughly engaged becoming absorbed in their play. Staff support children to climb and balance as they engage with them. Staff support children in rolling large tyres up the hill and back down again, introducing new words, such as, faster, slower and uphill. Consequently, children decide they want the tyres to go faster learning about the concept of speed and the need to push them to the top of the hill in order for this to happen. Through planned topics to look for mini bugs or to grow plants, children learn about and find out about the

natural world.

Staff build good relationships with parents and carers sharing good quality information regarding children's needs. For example, through the children's learning stories and their communication books. This enables an accurate identification of children's starting points for staff to build on. The staff's approach to involving parents in the assessment of their child means an accurate assessment is undertaken on what the child can do to provide a consistent approach. This relationship is further enhanced by discussions with parents and planning parents evening fostering a culture of working together to assess and contribute to each child's learning and development record. Therefore, children are fully prepared for their next steps in their learning and for their progression onto school.

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

Effective key person relationships mean children are settled, happy and secure in the nursery. Young children seek the reassurance of the key person in the presence of visitors to the nursery but soon become settled and continue with their play. As a result, children's emotional well-being is effectively supported. Children display a strong sense of self as they become confident in what they can do. Their self-help skills are very well supported, with this being a key strength of the nursery. Staff encourage children to try and as a result, they readily attempt to put on their coats, shoes and outdoor clothing with confidence. Staff sensitively support them, knowing when to intervene to ensure children succeed and are valued for their contributions. Children show a strong sense of belonging as they hang up their coats and access their personal drawers. Therefore, their personal, social and emotional needs are enhanced and further supported.

Children's care needs are enhanced because staff follow good hygiene procedures and ensure children are supported to wash their hands and attend to their personal needs. Through discussion and reminders to use indoor walking and outdoor walking, and by reinforcing behavioural expectations, children learn to manage their behaviour. As a result, children use their manners, are well behaved and readily listen to and follow staff instructions as they learn to keep themselves safe. Additionally, children learn to share, tolerate and respect each other as they play together. Children build an understanding of risk taking as they delight in playing outdoors. They explore the environment, dig, climb and balance as they find out what they can do and become comfortable with their bodies. Outdoor activities, such as, playing with large portable equipment where children can practise their movement, balancing and throwing skills help children develop their hand and eye coordination and promotes their physical development. Children play out each day and enjoy the benefits of fresh air and exercise. The sharp focus on healthy meals and the self-serving of snack time means children learn about healthy food. They actively listen to staff as they get ready for lunch, and feel secure as they recognise the routine of the day. Staff complete comprehensive risk assessments and ensure children are supervised at all times to keep them safe and secure in the nursery. Children are well supported in their transitions within the nursery as children visit their new room and are settled in with their new key person. Key staff complete a transition sheet tracking the children's overall learning and development. Parents are consulted when children move to another room to

ensure all are informed. Learning journal records and information is passed on in order to meet and support children individual welfare and learning needs and prepare them for the next stage in their learning.

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

Staff are very clear and confident of their responsibilities to safeguard children. They fully understand whom to report any concerns to, such as to one of the three named officers for child protection within the nursery. Robust and comprehensive supporting policies are in place and well embedded in order for children to be further protected. Children's safety is of paramount importance. The management team ensure the required ratio of staff to children is met. Staff deployment is good with the senior staff and room leaders holding higher level qualifications in early years. Therefore, room leaders guide and support staff in delivering a good quality service to promote children's learning and development and ensure they are making good progress towards the early learning goals. Robust procedures for the recruiting of staff and monitoring their performance are in place, such as checking qualification and their overall suitability. A commitment to improving the skills of staff is demonstrated through the well-planned training programme, supervision and the comprehensive appraisal system. Regular team meetings are a strong part of the nursery's management procedures, and therefore, staff are able to give their ideas and contribute to the evaluation and development of the nursery.

The management team are strongly committed to improving the quality of the provision. A secure self-evaluation and clear targeted plans for improvement means the capacity for continuous improvement is good. Evaluation of the educational programmes and the completion of the 'Step into Quality' programme has resulted in improvements to the observation, planning and tracking of children's progress. Therefore, children's learning is effectively progressed and they continue to make good progress towards the early learning goals considering their starting points. Staff have a strong understanding of, and commitment to accurately identifying children's skills and abilities. As a result, any gaps in children's learning are individually planned for and activities are matched to their identified needs. Secure relationships with parents and other agencies means information is shared to support a consistent approach to children's learning and development. As a result, children are making the best possible progress. Parents comment on their child's assessment and are consulted on a daily basis as they collect their child. Parents speak extremely highly of the staff and the care and education of their children. Parents particularly report on their children's excellent progress in the prime areas of learning.

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	EY258620
Local authority	Lancashire
Inspection number	896256
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	39
Number of children on roll	97
Name of provider	Newtown Early Years Centre
Date of previous inspection	24/11/2010
Telephone number	01282 864411

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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