

Audley and Queen's Park Children's Centre

Pringle Street, Blackburn, Lancashire, BB1 1SB

Inspection date	26/06/2013
Previous inspection date	15/11/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
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

- Children are highly motivated and consistently demonstrate the characteristics of effective learning. The educational programmes have depth and breadth and are delivered by staff who have very high expectations of themselves and children.
- Key persons are highly skilled and sensitive and help children to form secure emotional attachments and feel very secure within the setting.
- Children have access to an extremely stimulating pre-school, both indoors and out, which effectively supports them and promotes their learning.
- Staff have an excellent understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. The rigorous implementation of robust policies and procedures successfully promotes children's safety and well-being.
- Partnerships with parents, external agencies and other providers are very effective and contribute to ensuring children's needs are quickly identified and met effectively.

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 children's activities in the baby room, the two to three year room, the pre-school room and outside.
- The inspector looked at a sample of children's learning records, a selection of policies, risk assessments, staff qualifications and suitability records.
- The inspector held meetings with the managers and key persons, and talked to the members of staff during activities.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Wendy Fitton

Full Report

Information about the setting

Audley and Queen's Park Children's Centre was registered in 2004 and is on the Early Years Register. It is integrated within the children's centre and governance is provided by the local authority with a local management board. The nursery is located in a purpose-built children's centre situated in the Audley area of Blackburn. Children have access to base rooms and two outdoor play areas.

There are currently 61 children on roll, all of whom are within the early age range. 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 is open all year round, Monday to Friday, 8am to 6pm. Children attend from the local and wider areas and attend for a variety of sessions according to family needs. The nursery employs 17 members of childcare staff, including the manager, who works directly with the children. All members of staff hold appropriate early years childcare qualifications to at least level 3.

What the setting needs to do to improve further

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

- consider ways of providing further creative opportunities for children within the outdoor area to enhance the already first class practice, such as by using permanent resources, for example, a digging area, sand pit, natural area and exploratory area to support children's knowledge of the outdoor world around them.

Inspection judgements

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

Children thrive and are well motivated to learn in this extremely high quality setting. Staff have excellent skills and knowledge of the learning and development requirements and a superb understanding of how children learn. The exciting, stimulating and extremely well-organised environment, both indoors and outdoors, ensures that all children make rapid progress towards the early learning goals. Children consistently demonstrate the characteristics of effective learning. There is an extremely sharp focus on helping children to acquire communication and language skills and supporting physical, personal, social and emotional development. As a result, children are exceptionally well prepared for school and their next stage of learning. Children feel extremely secure and comfortable with routines and the superb close relationship with their key person. They respond to appropriate boundaries with dynamic encouragement and support. They fully engage in

their activities and experience rich, varied and imaginative learning opportunities and consequently make rapid development in all areas of learning.

Children have excellent relationships and manage their own feelings to develop self-confidence. They talk to other children and communicate freely about their own home and community. They welcome and value praise and encouragement from adults when they achieve a task. They really enjoy the responsibility of carrying out small tasks for themselves when they serve their own lunches, pour drinks and help to set the table for lunch. Younger children begin to understand that some things are theirs and some things are shared. Staff encourage younger children to explore and imitate sounds and copy familiar expressions. Staff show children how to pronounce or use words by responding and repeating what they say. Staff give children time to initiate discussions from shared experiences. They focus on key vocabulary linked to activities and all staff regularly model its use in a range of contexts. For example, through the themed physical activity week, using words about health and well-being, and key words for being active and using their body to move. Children maintain attention, concentrate and sit quietly during circle time. Staff provide opportunities for children to use their home language and develop their speaking skills through a language enriched environment representing the different community languages. Younger children develop their physical skills as they are provided with a range of wheeled toys and access baskets and buckets for filling and emptying.

Children show good control and coordination in large and small movements, they move confidently in a range of ways safely negotiating space. There is scope to consider even more creative ideas for the outdoor area, so that children can further explore and investigate the natural world. Staff support children's literacy skills as they talk to the children about the letters that represent sounds they hear at the beginning of their own names and other familiar words. Children say some counting words randomly and staff support children's learning of numbers through everyday routines and play activities. Children explore a variety of media and materials as they play in sand, water, lentils and paint. They develop their imaginative skills through role play and use available resources to create props based on their own experiences.

Teaching is extremely effective and assessment procedures are rigorous, meticulous and highly comprehensive. Staff are dynamic and enthusiastically plan the learning programme; utilising the information gathered from parents on entry to the setting. Each child is assigned a key person to be responsible for their development, routine care practices, and liaison with parents. This approach is particularly effective in meeting the needs of children with special educational needs and/or disabilities, as they receive precisely tailored support from their key person and make very good progress given their starting points and capabilities. Every child has an individual profile and a record of learning that is first class. Staff have a wealth of knowledge of every child's needs and future needs. All children are working extremely well, within the typical range of development expected for their age and starting points. All children are making very rapid progress towards the early learning goals. Staff are highly skilled and have an excellent understanding of how children learn. They are exceptional in supporting children's progress. Relationships with parents are exemplary and make a highly innovative contribution to meeting all children's needs. Parents chat on a daily basis either before or after a session. They contribute to learning diaries that are sent home on a daily basis as a

communication tool. Parents contribute to their child's learning through the 'learning journeys' and staff plan activities based on information from parents. As a result, excellent relationships are actively contributing to children's learning and progression.

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

The key person system is highly effective and well embedded which helps children form secure, emotional attachments and provides a strong base for their personal, social and emotional development. Children select resources independently and learn to plan and initiate their own learning as they explore the high-quality resources and activities provided. As a result, children learn the dispositions, attitudes and skills they need for future learning. Children are well settled in the nursery because staff have an excellent understanding of their needs, through 'All about me' information provided by parents on entry to the setting. Children confidently seek reassurance and support from staff if they need help or comfort.

Staff consistently give the highest priority to the safety of children and effectively support them to develop their understanding of how to keep themselves safe. Staff encourage the children to take appropriate risks in a well-organised and supervised environment. Children display high levels of confidence with day-to-day routines and understand the procedures in place to ensure they are kept safe. For example, how to sit properly on their chairs and the consequences if they run around inside near furniture and equipment. Children learn to behave appropriately and staff are enthusiastic role models who help and support children to understand acceptable behaviour. Children are actively encouraged to take part in small and large group activities to help build relationships between one another and to encourage friendships. They respect each other and also become sensitive to diverse needs. They learn to respect and care for one another, taking into consideration their thoughts, ideas, feelings, likes and dislikes. This practice supports children in managing their own feelings and behaviour towards others. Staff consistently praise and encourage good behaviour and recognise children's achievements by displaying their own work and photographs around the playrooms. This supports children to feel really good about themselves and feel welcome and secure. Children's interest is ignited through the inspirational activities and experiences that are planned to cover the prime areas of learning to support children's physical, personal, social and emotional development with a sharp focus on communication and language skills.

Children demonstrate through routines that they have an excellent understanding of the importance of regular exercise, a healthy diet and attending to their own personal needs. Physical exercise is positively promoted on a daily basis and includes music and movement, climbing and balancing. There is a very sharp focus on teaching children about the importance of being active and healthy and excellent opportunities for children to exercise. The nursery has implemented a healthy well-balanced and nutritious menu. Older children make healthy choices about what they eat and drink and are encouraged to serve themselves at meal times. All children are encouraged to help themselves to drinking water in all areas. The nursery cook and all staff have an excellent knowledge and understanding of how to meet individual dietary needs.

Parents are extremely happy and comment very positively about the care their children receive. They talk about the key features they recommend to other parents. For example, they state that their children are happy and settled, that staff are fantastic and that resources and activities are really good. Parents are fully aware of how their children are learning and progressing. They are kept up to date with all information through the communication diary, the learning records and the wealth of information displayed around the noticeboards throughout the centre. As a result of exceptional relationships, children's needs are given the utmost priority and they experience smooth transitions in their learning.

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

Leadership is inspirational and self-evaluation is well documented and highlights the strong emphasis on maintaining high levels of achievement for all children. Strengths and weaknesses are clearly identified and focused improvement plans are in place to secure continuous improvement. The process for self-evaluation within the setting incorporates the views of staff, children and parents. The staff team share a vision to provide an excellent service for the children and their families thus making a positive difference to their lives. They are highly motivated in their continuous professional development and are continually seeking ways to improve. Effective systems are implemented to enable staff to continually evaluate their practice through further training, planning meetings and staff appraisals. This is achieved through high quality systems for professional supervisions, peer observations and discussions during meetings with the manager, early years teachers and the operational managers. The system of evaluation of staff performance through peer observation is robust and fully encourages staff's continued professional development in order to learn through honest and critical reflection.

All staff prioritise children's safety and have an excellent awareness of safeguarding issues. They are competent in the procedures to follow and who to contact in the event of any concerns about children or colleagues. Staff are fully aware of the nursery's designated child protection managers, and the process to follow if they are concerned about any issues within their base rooms. Managers continue to monitor staff performance within the nursery rooms and ensure that staff are deployed effectively according to qualifications and experience with specific age groups of children. All staff have undertaken safeguarding training and follow strict procedures and policies to protect children at all times. An extensive range of policies and procedures successfully underpin daily practice and regular reviews are carried out. Extensive risk assessments for all areas of the building, the outdoor area and resources ensure children's safety remains paramount. Staff are very well informed about individual children's healthcare needs and they follow effective procedures to ensure children's health and welfare in the event of an accident. All staff have attended first-aid training and they implement detailed reporting and recording procedures which are monitored to identify any pattern of accidents that need addressing. Robust recruitment and vetting systems ensure all adults working with children are suitable to do so. Extensive support and liaison with a wide range of professionals has enabled staff to implement the Early Years Foundation Stage with confidence. As a result, they have an accurate understanding of the requirements to

effectively monitor all children's skills, abilities and progress. Interventions are sought at the early stages to identify any group falling behind their peers or below their expected achievements, which results in children's needs being met effectively and relevant support services involved.

Highly effective partnerships between parents, external agencies and other providers are evident and well established. These contribute to meeting children's individual needs effectively. There are excellent relationships with local schools. Teachers visit their prospective children to get to know them. The nursery works very closely with all health professionals involved with the families who attend the nursery. There are very robust procedures in place to support families through other professionals and agencies involved. There are regular meetings to develop plans and secure funding for children as they move to school. As a result, there is consistent, secure support for children with any identified needs and therefore no child is disadvantaged. Staff prepare children for their transitions whether it be from home to nursery, room to room, and pre-school to reception class.

Staff have excellent relationships with parents. Effective communication systems ensure that parents are kept fully informed of their children's progress. Photographs and informative displays cover the walls. These illustrate the breadth of activities that children are actively involved in during their time at the nursery, accompanied by explanations relating to how children learn. Parents contribute extensively to the initial assessment of their children's starting points on entry. They are also provided with a variety of opportunities to support and share information about their children's learning and development at home. Children are extremely well prepared for their next stage in learning and well prepared for their transition to school. Targeted learning programmes and children's development is shared with other providers. As a result, there is consistent, secure support for children with any identified 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 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	EY287349
Local authority	Blackburn
Inspection number	922855
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	77
Number of children on roll	61
Name of provider	Blackburn with Darwen Borough Council
Date of previous inspection	15/11/2011
Telephone number	01254 507750

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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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