

# The Harvey Children's Centre

Shaw Street, Bolton, Lancashire, BL3 6HU

<b>Inspection date</b>	22/08/2013
Previous inspection date	23/09/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Children's safety and security is a high priority in the setting and staff demonstrate a good understanding of how to protect children's welfare.
- Children and babies are confident and happy because they form good attachments to their key persons. This supports their emotional well-being so they enjoy their play and learning.
- Partnership working to support children's welfare and learning is a strength in all areas of the setting. Children are well supported at times of change, such as when they join the setting or move rooms, due to effective information sharing.
- Staff have a good knowledge of how to effectively support children's learning through planning, observation and assessment. They use children's interests and information from parents to provide experiences that motivate children to learn.

### It is not yet outstanding because

- The setting does not always support all parents to understand the valuable contribution they can make to their children's learning.
- The teaching of independence skills for the youngest children is not consistently excellent across the nursery.
- The setting has not fully explored the ways in which staff can make ongoing reflections on their practice, in order to support evaluating and enhancing the provision for 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
- 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 reviewed a range of information available about the setting, to prepare for the inspection and examined a selection of documentation.
- The inspector toured the premises, including the areas which are only used in term-times.
- The inspector carried out observations of childcare staff and their interactions with children throughout the day.
- Meetings were held with managers, and the inspector spoke with staff, children and parents at appropriate times during the inspection.
- A joint observation was completed by the inspector and the manager of the nursery.

## Inspector

Jennifer Kennaugh

## **Full Report**

### **Information about the setting**

The Harvey Children's Centre is operated by Bolton Metropolitan Borough Council Children's Services Department and registered in October 2006. The centre has been operating since 2000 as a Sure Start centre and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the centre of Bolton, Lancashire. All children have access to enclosed outdoor play areas. The areas used for childcare are accessible to all children and parents.

Care is provided all year round, apart from bank holidays, in the nursery facility, from 8am to 6pm. There is also a separate baby unit, which operates during term time only. A creche is run depending on the programmes and courses offered in the children's centre. The setting provides out-of-school care for school-age children from 3pm to 6pm during term time. Holiday care is also available from 7.45am to 6pm. The setting has access to two further rooms in the children's centre as needed. Although the nursery and out-of-school care share a registered person, they are run independently of each other, with their own managers and staff teams. The nursery, baby unit and creche have the use of 20 childcare staff including the manager. There are 13 staff who hold early years qualifications at level 3 and six at level 2. One member of staff has an early years foundation degree. There are also two domestic staff and a cook. The out-of-school club employs two permanent staff, and more temporary staff are allocated to the holiday sessions by the local authority as needed. The manager of the out-of-school care holds an early years qualification at level 3 and the second member of staff holds an early years qualification at level 2.

There are 109 children on roll, of whom 63 are in the early years age range. Children attend for a variety of sessions. The setting provides funded, early education for two-, three- and four-year-olds. It supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language. The setting is a member of the National Day Nurseries Association and the '4Children' organisation. It 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:**

- extend the ways in which parents are supported to understand the importance of the contribution they can make to children's learning, for example, by becoming regularly involved in planning and assessment of this
- enhance the opportunities for younger children in the nursery to develop their self-help and independence skills through everyday routines
- extend the opportunities for staff to reflect on their own practice and how it can be developed, including after undertaking training.

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

Children in all areas of the setting make good progress in their learning, as key persons have strong knowledge of how individual children learn. This includes children with special educational needs and/or disabilities, and those who speak English as an additional language. Staff in the nursery and the out-of-school care make plans for inclusive activities based on their observations of what individual children can do. They also use information about their interests to help motivate them in their learning. The educational programmes have depth and breadth that are well matched to children's ages and stages in both the nursery and the out-of-school care. Observations are made frequently on children's learning and these are compared to expected developmental norms for children's ages. Comprehensive assessments are made of children's learning, through tracking their progress in detail, including in the out-of-school care. This enables staff to see if progress is as expected, above, or below for their age and stage. Consequently, staff can address any gaps in learning that may emerge, so that early intervention can prevent greater future difficulties.

Children in the nursery are supported by staff to explore sand and other materials. Staff model how to pour and scoop sand. They use words to illustrate their actions, and describe children's actions out loud, to help children learn how to speak in sentences. One member of staff has undertaken training in 'Every Child a Talker' and acts as 'communication champion' in the nursery, providing support and advice to help staff to enhance their interactions with children. Staff interactions with children are at least good and some staff are exceptional in their skills when questioning children to develop their learning. Staff use planned activities involving children's interests, such as small world play, to extend children's creativity. They use children's talk and ideas to incorporate learning about sizes and also position, when children place figures in a toy castle. Staff also develop children's co-operative skills, as others choose to join in, and support them to take turns. Children play simple games on computers and make pictures, enhancing their

knowledge of using information and communication technology equipment. They use paint and a variety of materials to make marks and models and these creative activities also support their manipulative development. Staff encourage children to give meaning to the marks and models they make and write captions for these. This helps children to learn that text carries meaning, as part their learning in literacy. In the pre-school room, staff plan daily small group sessions to teach children about letters and sounds and prepare them for their next steps in early literacy at full-time school. The setting as a whole displays a variety of text from different languages, to represent the languages spoken by children attending. This shows that the setting values and promotes the diversity of the cultures using its provision.

Children in the out-of-school care enjoy a wide range of activities, which support their social, creative and physical development. Staff provide opportunities, such as for children to make clown designs using ice creams or to paint papier mache models. These creative activities provide very good opportunities for children to develop and talk about their own ideas, which enhance their communication skills. Children play co-operatively outside with a variety of equipment, developing their whole body co-ordination. They take part in projects to enhance the outdoor areas of the setting, gaining experience of teamwork to support their social development. Overall, the out-of-school care provides vibrant, complementary experiences for children that support their main learning at school. The out-of-school care manager has regular meetings with parents to discuss the progress of children in the before and after school care and then develop new plans for their learning. She also exchanges information regularly with children's schools in order to inform the planning and assessment for children's learning. The out-of-school care staff share information with parents, when children attend the holiday sessions, in order to keep them well-informed about their children's activities and welfare. Parents are also informed in advance of the weekly activities planned for their children in both the holiday and before and after school sessions, so that they have good knowledge of what their children can choose to participate in.

Parents across the setting can take their child's learning records home in order to read them and there is space for them to make contributions if they wish to. The setting as a whole explores ways to help parents share information about their children's learning and experiences at home, with some success. However, there is scope to enhance opportunities for parents to become further involved in their child's learning. This is so that staff and all parents can use the shared knowledge and understanding to plan together. The nursery provides information for parents, through displays, about the behaviours that very young children show when learning. This is to help parents support their children's learning at home. Children can also borrow books to share with parents at home, in order to develop an enjoyment of stories. The nursery organises monthly 'stay and play' sessions for parents of young babies during term times to provide further opportunities for them to engage with their children's learning. Parents are supported to remain with their children when very young babies are cared for, in order to facilitate attachment and development.

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

All parts of the setting operate a key person system in order to support children's emotional welfare. Key persons show good knowledge of children, their routines and their preferences. Key persons are, therefore, able to provide effective support for children's emotional well-being, which consequently facilitates children's learning. Children and babies demonstrate their confidence by exploring the space and resources thoroughly, indoors and outside, as well as by frequently engaging staff in their play. There is a strong emphasis on children developing a sense of responsibility and independence in the out-of-school care to enhance their confidence. Children in the nursery room aged over two years have opportunities to develop their self-help skills, such as serving themselves at snack and meal times as soon as they are able. Staff in these rooms are proactive in developing this aspect of learning and make it a priority. Although opportunities for enhancing children's independence are not consistently used to a similarly exceptional standard for younger children.

Children's behaviour is good and they use resources safely, showing a high regard for their own safety and that of others. This is because staff in all areas of the provision demonstrate a consistently effective approach, which helps children learn how to manage their feelings and actions towards others. Resources and toys are highly accessible across the setting and cover the breadth of the areas of learning in the Early Years Foundation Stage. Consequently, children develop independence because they are able to make their own decisions about what to play with. Children's welfare is very well protected by a comprehensive range of policies and parental permissions in both the out-of-school care and the nursery. The outdoor areas provide children with good opportunities to take reasonable risk in their play, with careful supervision. Staff in the out-of-school care also organise local outings to provide further opportunities for this to enrich the outdoor experiences provided by the setting. Outdoor areas are well resourced with equipment for children in order to develop their whole body control. Children have ample opportunities to run, climb and pedal as part of enjoying exercise in a balanced lifestyle.

Children show a good level of self-care and are able to manage a variety of aspects of personal hygiene appropriate to their age and stage of development. For example, staff talk to children about the importance of brushing their teeth correctly and, as a result, children have opportunities to learn effective hygiene routines. Meals cooked in the nursery are healthy, and older children have independent access to water over the day. This ensures that children receive a balanced diet and learn to manage their own needs for drinks. The out-of-school care provides guidance for parents on providing healthy packed lunches for children and ensures that children's food is stored safely to prevent spoilage. All areas of the setting are clean and well maintained to help prevent the spread of any germs. Suitable practical measures, such as safety gates and key code entry on internal doors are in place to help prevent accidents and support security. Staff deployment is observed to be effective to support children's welfare and learning in all areas of the setting. For example, the out-of-school care manager is careful to check staff to children ratios frequently in the playground when large numbers of children are playing outside.

Moves between rooms within the nursery are well managed, with plenty of discussion with parents to support children when changing rooms. A highly flexible approach, based on the needs of the individual child, is taken to maintain children's emotional well-being. The

manager makes children's emotional well-being at these times a priority and children's moves are made as gradually as needed to support this. The nursery and the out-of-school care work together to support the smooth transition of children into the before and after school club, if they have also attended the nursery. The setting as a whole requests information from any previous or additional settings attended by children. This is in order to inform initial planning for learning, and the setting also seeks detailed information from parents to supplement this. Comprehensive information to support children's good health and well-being is kept for all children joining the setting, in order to meet their needs, such as dietary requirements. The out-of-school care ensures it maintains individual risk assessments for children with special educational needs and/or disabilities attending both holiday or the before and after school sessions. This is to protect their welfare and to support their key person to do this.

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

Risk assessments and safety checks across all of the setting are detailed and regularly reviewed to enable children to play safely and freely in permitted areas. Staff demonstrate a comprehensive understanding of how to manage any concerns they may have about a child's welfare due to good knowledge of safeguarding procedures. The managers, along with all permanent and temporary staff, are checked and vetted for suitability to work with children. All documentation related to the Statutory framework for the Early Years Foundation Stage requirements is completed to support the safe and effective running of the setting. This includes policies for the use of devices with cameras on the premises, such as mobile phones. A comprehensive range of policies and procedures is used to maintain a high standard of care and learning for all children in the nursery rooms and the out-of-school care. These are reviewed yearly or more frequently, as required, in order to ensure that they continue to meet children's needs.

Responsibilities of staff and managers are clearly defined to ensure that they have a clear understanding of how to carry out their roles to a high standard. Procedures for recruitment, induction and staff performance management are comprehensive, including for any temporary staff. As a result, the setting maintains an effective staff team to maintain good care and learning for children. Staff are supported to identify areas where they would like more training through regular meetings and also through the appraisal process. Hence, this enhances the care and education provided in all areas of the setting.

Educational programmes based on the needs of individual children are planned in both the nursery and the out-of-school care. These provide good and sometimes better levels of challenge appropriate to children's age and stage of development. Detailed planning for individual children's learning is a strength of both the nursery and the out-of-school care. There are thorough systems in place to monitor the quality and consistency of observations, planning and assessment of children's learning. This means that good practice to support children's learning is maintained throughout the setting. The staffs' quality of teaching is monitored by managers through frequent observations. This enables any perceived underperformance to be quickly tackled so that all staff are clear about the high standards expected from them, when working to build children's learning.

All areas of the setting have good partnerships with parents, who praise it for the standards of care and education for children. Parents contribute their views through both verbal and written means. Staff have regular opportunities to share information with the managers for the evaluation process at meetings and appraisals. They produce written evaluations of their practice for their yearly appraisal in order to identify strengths and training needs. However, this has not been extended to other times, such as after undertaking training, in order to decide how best to implement their learning. Overall, there is a purposeful approach to self-evaluation across both the nursery and the out-of-school care, in order to bring about continuous improvement. For example, all actions and recommendations from the previous report have been met due to effective management and evaluation. Partnership working with other agencies, settings and professionals, including the host children's centre, is a strength for the whole provision. The setting makes supporting family resilience a priority as part of its role within the host children's centre. Consequently, all children receive comprehensive support for their welfare and 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

<b>Unique reference number</b>	EY341101
<b>Local authority</b>	Bolton
<b>Inspection number</b>	915529
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	126
<b>Number of children on roll</b>	109
<b>Name of provider</b>	Bolton Metropolitan Borough Council
<b>Date of previous inspection</b>	23/09/2009
<b>Telephone number</b>	01204 337 390

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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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