

# East Crompton St James Child Care Village Ltd

Pre-School and Out Of School Care, St James Street, Shaw, Lancashire, OL2 7TD

<b>Inspection date</b>	19/08/2013
Previous inspection date	24/11/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children enjoy the activities on offer and are mostly involved in their play. As a result, they make satisfactory progress.
- Children are well prepared in their transitions within the nursery and with local schools. As a result, children settle quickly and adjust to new environments.
- Behaviour is good because children are familiar with routines and boundaries are clear.

### It is not yet good because

- The quality of teaching, planning of activities and questioning techniques to meet the needs of children is not consistently good. Consequently, children do not consistently receive the support or challenge to make good progress.
- Monitoring and tracking of children's progress in terms of children's age and stage of development is inconsistent and means that some gaps in learning are not identified easily in all children's learning.
- The procedures for maintaining staff records are not fully robust. As a result, required information about vetting processes is not readily available for all staff.
- Opportunities to share children's observation and assessment records with parents are not fully developed to ensure all parents are kept informed of their child's learning.

## 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 all of the rooms and in the outside area.  
The inspector checked evidence of suitability of staff working with children and
- looked at induction and staff training procedures. The inspector also looked at policies and children's records.
- The inspector spoke to the manager, chair of the committee and staff in the nursery.
- The inspector looked through children's assessment records and planning documentation and discussed these with staff.
- The inspector took account of the views of children and three parents spoken to on the day.

## Inspector

Emily Wheeldon

## Full Report

### Information about the setting

East Crompton St James Child Care Village Ltd was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Shaw area of Oldham and is managed by a limited company. The provision serves the local area and is accessible to all children. It operates from St James parish rooms and a purpose-built nursery building and there is an enclosed area available for outdoor play.

The nursery employs 17 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 or above. Four hold early years qualifications at level 2. The nursery and pre-school are open from 9am to 3.15pm, during term time only. The out of school facility operates from 7.30am to 9am and 3.15pm to 5.30pm during term time and 7.30am to 5.30pm during school holidays. There are currently 138 children attending, who are in the early years 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 children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- consider the individual needs, interests and stage of development for each child and use this information to plan a challenging and enjoyable experience for each child across the areas of learning by responding to each child's emerging needs and interests and using open-ended questions to extend children's thinking skills
- monitor more consistently and analyse the information gained through observation and ongoing assessment to identify children's stages of development across all seven areas of learning to rigorously track children's progress and securely identify and address any gaps
- ensure that records to demonstrate staff suitability are all available for inspection.

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

- explore further ways to share information about children's progress with parents to ensure all parents are kept well informed about their child's learning.

## Inspection judgements

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

Children are happy and settled and enjoy the range of activities on offer. They are familiar with the designated areas of learning, such as the construction area and reading corner. They make choices in their learning and they select resources independently, thus equipping themselves with the necessary skills for when they go to school. For example, children select favourite stories, turn pages and point to illustrations and text. This means that children foster a love of reading at an early age and demonstrate appropriate early reading skills. Planning suitably meets the needs of children as activities are linked to their interests and next steps in their learning. Observations are generally carried out on a regular basis and monitored by senior leaders and managers. However, although they inform staff about children's learning, they are not consistently linked to the typical range of development expected for their age. This makes it difficult for staff and parents to clearly track some children's progress given their starting points. Staff are fully aware that there is work to do to ensure assessments are more precise and records are complete.

The quality of interactions and use of open-ended questioning techniques between staff and children are inconsistent. In addition the quality of teaching and planning of activities to meet children's needs according to age and stage is adequate rather than good. While children are engaging in most of the activities, staff do not always support or challenge them sufficiently enough, in order for them to make the best possible progress in their learning. For example, toddlers are encouraged to join in board games, which are too advanced for them. Opportunities for staff to explain the rules of the game to toddlers are also missed. Consequently, they do not understand the purpose of the game and lose interest. Additionally, when children find a technological toy, staff do not always ask open-ended questions to sustain children's interest or to extend their thinking skills. For example, they are not prompted to experiment with buttons or other cards to find out what effect they might have on a programmable toy.

Staff have generally realistic expectations. They have a sound understanding of the importance of supporting children in their communication and language skills. They are supported appropriately in the acquisition of language and mathematical language, for example, by staff who ask them to name the colours and shapes they see in a box. Children confidently, say 'pink' as they name the colour of a pink triangle and are introduced to new words, such as diamond. Children with special educational needs and/or disabilities are supported well. For example, staff use choice boards and reinforce key vocabulary on a daily basis to meet their needs. For children with English as an additional language, staff successfully communicate with them and make them feel welcome. This is because they learn and use key words in different languages in the setting. Appropriate focus is paid by staff to supporting children's personal, social and emotional development and physical development. For instance, staff praise toddlers for the efforts in sticking collage pieces on to paper and build trusting relationships with them. Toddlers feel proud of their efforts of pulling lids off glue sticks and experimenting with paintbrushes of different thicknesses dipped in water to make marks.

The outside area is used on a regular basis and is appropriately set up according to the seven areas of learning. Children take part in imaginative play and re-enact favourite stories about bears. The garden also provides opportunities for some physical activity. For example, children independently ride bikes and play with small world animals. They are supported by staff to match wild animals to their correct 'homes', such as hippos in the water. As a result, children are learning to categorise animals according to habitats, thus showing understanding about living things.

Staff form positive relationships with parents because they listen to their views and informally share information about children's learning. Recently, staff have introduced homework diaries, so parents can complete child-friendly tasks at home, so that children's learning is continued in the home. Regular newsletters keep parents informed about activities and events and a policy of the month is on display and discussed with parents, so they are kept informed about policies and procedures.

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

Children form secure attachments with key persons and other members of staff in this friendly and welcoming setting. Children feel happy and emotionally secure because staff work closely with parents to find out about children's interests and needs. Transitions from home to the setting and when children go to school are successful. This is because staff prepare parents and children well. For example, pre-visits are arranged for new children to build their confidence. Meetings between staff and teachers from local schools are organised, so teachers get to know children's needs. Transitions to school for children with special educational needs and/or disabilities are also organised in advance. This contributes to effective continuity of care.

Staff support children to become independent. For example, those who are ready to, manage their own personal hygiene by taking themselves to the toilet and washing their hands afterwards. Toddlers are encouraged to feed themselves from their packed lunch boxes and serve their own drinks. This means that healthy practices are consistent across the setting.

Staff teach children to become familiar with routines, such as tidying toys away. For example, children follow visual cues from staff, such as raising one arm in the air to indicate play is over. Children from a young age then take on responsibilities for putting toys in the appropriate boxes. Such experiences as these, support children to be ready for school life. Children know how to behave and are given clear boundaries. Staff consistently give children gentle reminders about taking turns and playing harmoniously as a group. Children have a secure knowledge and understanding about keeping themselves safe. They know, for example, that they must close the gate in the outside area, so children are kept together. Children have an appropriate understanding of healthy lifestyles. They are provided with healthy snacks of fresh fruit and eat food in their lunch boxes from home. This means that children's dietary needs are met. Hygiene practices are appropriate and mean that children remain fit and healthy. For example, children wash their hands before meal times. Physical exercise is promoted in the nursery inside and outside. For example, toddlers ride bikes and benefit from the fresh air.

The learning environment indoors is suitably organised with designated areas of learning, such as reading books and construction. A range of resources are accessible to children, so they can self-select and make choices in their learning. Resources and activities appropriately cover the seven areas of learning and children have opportunities to play inside or in the outside area. Some resources, however, are not always age and stage appropriate, which means that they are not ideally matched to children's needs. For example, some board games on offer are too advanced for pre-school aged children and they lose interest quickly.

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

Arrangements for safeguarding children are strong. All staff have a secure knowledge and understanding of safeguarding policies and procedures. They can clearly explain some of the indicators of abuse. They know who to contact should they have concerns about the welfare of a child. Managers have secure procedures in place in the event of any allegations made against members of staff. The setting strictly adheres to meeting the welfare requirements of the Statutory framework for the Early Years Foundation Stage. For example, staff ensure adult to child ratios are met throughout the day, including lunch times. As a result, children are supervised and safeguarded well. Daily safety checks and comprehensive risk assessments are carried out on the premises, so children are protected. Hygiene procedures, in order to keep children fit and healthy, are appropriate. For example, a cleaning rota is organised and common areas, such as the main pre-school room are swept regularly. Documentation, such as accident and medical records are securely in place and meet the welfare requirements.

The manager and committee have a realistic view of the setting. They are committed to meeting the learning and development and welfare requirements of the Statutory framework for the Early years Foundation Stage. Since the last inspection they have ensured that all directors are now registered with Ofsted, so they are meeting the legal requirement to notify Ofsted of significant events. The inspection took place following concerns from parents about some children's files being incomplete when there were changes of staff. The inspection found that there were some gaps in observations in children's files during the time when the changeover took place. Therefore, the management's use of monitoring and tracking of children's learning to ensure there are no gaps in learning, was not consistent. The manager and committee regularly reflect on practice and through self-evaluation and views from parents have identified areas for improvement. For example, they are working on improving engaging parents in children's learning through the use of homework diaries. This means that children's learning is extended in the home. The setting has met previous recommendations from its last inspection. For example, resources to reflect our diverse society have increased. Consequently, children gain a better understanding and knowledge about people from different cultures and beliefs.

Secure recruitment procedures are in place to ensure that all those working with children have completed appropriate vetting procedures, including references and a Disclosure and

Barring Services check. However, records about staff and details about their suitability to work with children for a minority of staff were unavailable. This means that all required documentation is not in place for inspection to demonstrate staff's ongoing suitability. Induction procedures are appropriate to the setting to ensure that staff are fully informed of the policies and procedures in place. The manager monitors staff practice and feeds back to discuss strengths and areas for improvement. Staff also have access to regular training, such as refresher safeguarding training and the revised Statutory framework for the Early Years Foundation Stage.

Partnerships with parents are satisfactory. They are kept informed about their child's development through discussion with the key person at the end of the session. Staff inform parents that they can look at their child's observation files whenever they like. However, staff are not proactive enough in engaging with all parents to ensure they have opportunities to meet with their child's key person. Consequently, not all parents are kept effectively informed about their child's progress or have opportunities to look at their child's file. Effective procedures and early identification of special educational needs and/or disabilities ensure children have their needs met. Transition review meetings and relevant paperwork relating to children's progress is shared effectively with parents, schools and outside agencies. This means that all children receive appropriate continuity of care.

### 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>	EY348662
<b>Local authority</b>	Oldham
<b>Inspection number</b>	932790
<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>	72
<b>Number of children on roll</b>	138
<b>Name of provider</b>	East Crompton St James Child Care Village Ltd
<b>Date of previous inspection</b>	24/11/2011
<b>Telephone number</b>	01706 843556

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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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