

Maden Early Years and Childcare Centre

The Maden Centre, Rochdale Road, BACUP, Lancashire, OL13 9NZ

Inspection date	04/09/2013
Previous inspection date	19/04/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		1
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 enjoy their time in the nursery, engaging effectively with knowledgeable and caring staff who support them in making good progress in their learning and development.
- Strong and secure attachments between staff and children ensure that children's emotional well-being is fostered extremely well.
- Children with special educational needs and/or disabilities are exceptionally well cared for by their key persons. Partnership with key persons, parents and outside agencies are excellent, and as a result, continuity of care is highly effective in meeting their needs.
- The monitoring of educational programmes and assessments is strong and effective in identifying gaps in learning so children make good progress towards the early learning goals.

It is not yet outstanding because

- Younger children are not always given time to think how to respond to open-ended questions from the staff, therefore, their critical and creative thinking skills are not always fully supported.

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 play and staff interaction.
- The inspector talked with available staff and held discussions with the manager, staff and parents.
- The inspector observed children's activities throughout the visit both inside and outside.
- The inspector examined documentation including a representative sample of children's records, policies, accident and medication records, children's daily diaries, staff suitability, risk assessments and training records.

Inspector

Sue Rae

Full Report

Information about the setting

Maden Early Years and Childcare Centre was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the old swimming baths in Bacup, Lancashire, and is a Social Enterprise managed by a committee. The nursery serves the local area and is accessible to all children. It operates from four large rooms and there are two fully enclosed areas available for outdoor play.

The nursery employs 20 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 and above. Two members of staff hold Early Years Professional Status. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 79 children attending who are within this 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 further improve the quality of the early years provision the provider should:

- extend opportunities for younger children to develop their critical and creative thinking skills by giving them time to consistently think and organise their thoughts about what they want to say and how they will say it.

Inspection judgements

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

Children are welcomed into the friendly and warm environment where they show that they feel safe and secure. They clearly enjoy learning through play, eagerly choosing what they wish to do from the varied range of resources offered. Children demonstrate a positive approach to learning, supported by the cheerful interactions of the staff caring for them. Attentive staff play alongside the children offering gentle support and encouragement, extending children's learning with individual attention. Information gathered by the key person when children first attend provides a good base for establishing children's starting points in learning. This enables staff to plan for individual children's progress from their earliest days in the nursery. As a result, children settle quickly because staff understand their needs well and meet them consistently. Children's records of learning include photographs and observations and these highlight the good development they are making. Staff plan activities and opportunities together as a team, taking into consideration the

children's interests. Parents are actively involved in contributing to their children's development through daily discussions and suggestions.

Children are secure in communicating their needs and preferences and they confidently approach the staff to ask for help when needed. Children sing a song that encourages them to know the name of the child sat next to them. This helps develop their social skills. They take turns to 'look in the box' and excitedly share with the other children what they have discovered. They develop their vocabulary using words, such as, 'bobbin', 'pigs' and 'current buns' to describe objects from the box. Practitioners support the children to think of a song relating to the article chosen. This develops their confidence and skills in expressing themselves. However, not all staff allow younger children time to think about how to answer their questions. Consequently, children do not always have enough time to organise and clarify their thinking and ideas. Babies move freely and confidently exploring their environment. They use furniture to support their standing and the emergence of early walking skills. Babies have plenty of sensory opportunities to learn about their world. They freely explore and investigate the treasure baskets, fascinated as they press the buttons on the remote control, and 'talk to daddy' on the mobile phone, developing their coordination. Children play imaginatively outside using large construction bricks to make a 'cage' where they keep their 'best friend, the dog called Sam'.

All areas of the nursery are well organised to allow children to select activities for themselves. Children show confidence and an awareness of safety in exploring the outside space, balancing, climbing and riding bikes. Children clearly enjoy taking part in singing, action and rhyming songs. When staff read stories, children are able to predict what happens next and join in with the story, and their enjoyment and concentration is abundantly clear. These activities support children's early language development and literacy skills and promote their knowledge and understanding of the world around them. Children are encouraged to become independent at every age. Babies try to feed themselves at meal times and pre-school children are encouraged to put on their own jumpers. As a result, children are developing the skills and attitudes needed to prepare them for their next stage of learning, such as moving onto school.

Good quality information regarding children's needs and the activities they take part in are shared with parents. Through the completion of the information regarding children's starting points, parents contribute what they know about their child with the key person. This is further enhanced by sharing a daily sheet which notes the child's daily routine and interests. Daily discussions with parents regarding their child's progress and a culture of working together to assess and contribute to each child's learning and development, results in a consistent approach to children's learning. All children, including those with special educational needs and/or disabilities, are making excellent progress towards the early learning goals, given their starting points. Staff have a good understanding about the characteristics of learning and they use effective teaching methods to promote suitable challenges to extend the children's learning. All children, including those with English as an additional language, are well-supported in acquiring good communication and language skills as they engage in conversation with staff and their peers.

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

A highly successful implementation of the key person system ensures that all children form secure emotional attachments. As a result, children learn effectively because they are cared for in a highly nurturing environment. The settling-in procedure is flexible and takes account of families and children's differing needs, so parents can attend as many or as few times as they wish until their child is settled and happy to be left. The flow of information is seen as paramount to sustaining excellent care and well-being of children. A daily diary sheet provides details of routine care for parents, for children who are too young to speak. High regard is given to respecting the uniqueness of every child. For example, staff allow children time and space to process information and join in activities when they feel comfortable to do so. This benefits the children enormously as they are more likely to understand what is being asked of them and are more motivated to learn and join in. Particularly noteworthy, are the highly skilled staff who support children with special educational needs and/or disabilities. Parents can see appealing displays of photographs of their children engaged in many and varied activities. When it is time for children to move into a new room, careful arrangements are made to ease the transition. Children have a series of pre-visits to familiarise them with the new room and staff, and the key person briefs their next carer so that they are fully informed to ensure continuity. Children who have siblings in other rooms have the opportunities during the day to see them. Babies have access to photographs of themselves and family members, displayed at floor level, so they can choose to look at these at any time for reassurance.

The garden areas are very safe and secure as staff follow stringent security procedures and carry out comprehensive risk assessments to ensure that everything children come into contact with is safe and suitable. Notices outside remind parents and visitors about basic security and safety arrangements, this sets the scene before they enter the nursery. Stairgates keep children safe from falling downstairs in the upstairs room. Children demonstrate an excellent understanding of the rules and know, for example, not to run inside. Visitors to the nursery are screened before entry, and all sign in and out to the premises, so children are protected and safe. Children behave very well and staff praise and support when appropriate. Staff demonstrate a good understanding on how to promote positive behaviour through the use of role modelling, good language, good listening, encouraging children to be kind, caring and respecting each other.

Children relish the home cooked meals which are prepared onsite. The appetising, nutritionally balanced meals take account of children's allergies and dietary requirements so that only suitable foods are offered. Snacks are equally healthy and ensure that children's energy levels are topped up as the day progresses. All children have access to drinks throughout the day helping to keep them hydrated. Children learn good self-care skills as they learn about the need to wash their hands after using the toilet and they know it is to get rid of germs. For children at the potty training stage, staff work with parents and at the child's pace, sensitively assisting them to adjust to new routines. Children are able to move around freely outdoors and have access to a well-resourced secure outside spaces where they can use a wide range of toys and equipment to promote their physical development, which is progressing extremely well.

Parents and children are well prepared for the next stage in their learning and development as the setting supports children in making the move to school. They develop confidence in various social situations, which prepares them for moving on. Good links with local schools ensures that children's interests and needs are effectively met. Links with other outside agencies are exceptionally strong.

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

Staff are confident of their responsibilities to safeguard children, they know the procedures to follow and fully understand, who to report any concerns to. The designated safeguarding officers provide leadership in this field and reviews and updates policies and procedures. All staff complete safeguarding training and the manager monitors their knowledge through questioning and discussion. High priority is given to children's safety. Staff ratios are good and staff are sufficiently deployed throughout the nursery to ensure children's needs are effectively met. Regular and comprehensive safety audits are carried out by management, in addition to staff implementing the policies and procedures to ensure children's safety. A robust recruitment and vetting process is in place to check and monitor staff's suitability to work with children. All staff and students receive induction training and a checklist monitors that they have been informed of all the relevant policies and practices. A written risk assessment is reviewed annually and comprehensive individual risk assessments are carried out for each outing outside the nursery. Records of evacuation practices are maintained. Each day, staff follow a checklist to help visually check the nursery is suitable and safe for children. Legally required records for children's welfare are accurately maintained, such as children's attendance records and accident records.

The management team have a good understanding of their roles and responsibilities with regard to meeting all requirements of the Statutory framework for the Early Years Foundation Stage. Through effective monitoring of the educational programmes, the manager ensures that children are provided with a wide range of challenging experiences to support their good progress towards the early learning goals. This involves the manager monitoring the quality of planning and observing staff practice. The staff team are continually reflecting on what they do to improve the quality of the provision. Supervision and appraisal sessions offer staff support and identify opportunities for professional development. Staff have good opportunities to pursue training and develop their professional skills. The self-evaluation processes identify the settings strengths and target plans are in place to secure further improvements. Children and parents are involved in the process and their views are actively listened to and their ideas and suggestions implemented. The recommendations from the previous inspection have been fully met.

Parents are very complimentary about the nursery and make positive comments, such as 'we get good feedback from our children's key worker every day'. They comment that staff are friendly and approachable and support children's learning and development well. Partnerships with external agencies and other professionals involved with individual

children positively contribute to securing the support they need. Partnerships with schools are extremely good and this is especially beneficial to ensure there is a coordinated approach to meeting children's individual needs. This contributes to children's progression and the smooth transition to their next stage of education.

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	EY320571
Local authority	Lancashire
Inspection number	931748
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	64
Number of children on roll	79
Name of provider	Maden Early Years and Child Care Centre Committee
Date of previous inspection	19/04/2012
Telephone number	01706 871740

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

