

Tonge Children's Centre

Sure Start Centre, 260 Starkie Road, BOLTON, BL2 2ED

Inspection date	14/11/2013
Previous inspection date	14/03/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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 requires improvement

- Children are happy and secure in the nursery. This is because staff are caring and reassuring, and have been trained to follow robust procedures if they have concerns about a child's welfare. Children are well-behaved because staff use clear boundaries and reward their success.
- Parents receive daily verbal information about their children's activities and what they have enjoyed, to help them engage with their children's learning.
- The nursery works in partnership with the host children's centre services to support the welfare of children and their families.

It is not yet good because

- Monitoring of the breadth of planning, observations and assessment by staff has not been sufficiently rigorous to ensure that all children have up-to-date and precise plans that cover all areas of learning to help the children to make good progress in their development.
- Staff do not consistently give consideration to the organisation needed prior to activities with regard to having sufficient space, gathering the resources needed and grouping children effectively, in order to maximise learning.
- Everyday routines are not consistently well-used to teach children about healthy lifestyles or provide opportunities for them to develop independence and take on small responsibilities.

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

- A range of information about the nursery was reviewed, to prepare for the
- inspection and a selection of documents related to children's learning and welfare was examined on the day of inspection.
 - The inspector toured the premises.
 - Observations of childcare staff and their interactions with children throughout the day, were carried out, including a joint observation with the manager.
 - The inspector held a meeting with the manager and spoke with staff, children and parents at appropriate times during the inspection.

Inspector

Jennifer Kennaugh

Full report

Information about the setting

Tonge Children's Centre is operated by the Pre-School Learning Alliance and opened in May 2007. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It is situated within Tonge Children's Centre, Bolton and serves the local community. There are two enclosed outdoor play areas for children.

The nursery is open each weekday for 52 weeks of the year from 7.45am to 6pm. There are 18 staff employed, including the manager. Of these, seven are supply staff that can be drawn on as needed. Thirteen of the staff are qualified to level 3 in childcare and one is qualified to level 4. There are currently 84 children in the early years age range on roll, attending for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery receives support from the centre's overall manager, the local authority and from the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- ensure children's assessments are sharply focused to cover all areas of learning and use this information to plan and monitor the educational programme to help all children make good progress in their learning.

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

- develop the educational programme to ensure group activities are more organised
- develop the ways in which children are helped to learn about the effect and value of exercise on their bodies and how nutritious food supports their well-being
- develop children's independence skills by providing opportunities for them to take on small responsibilities during their everyday routines, such as meal and snack times.

Inspection judgements

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

Staff contribute planning for activities each week based on their observations of the children. Observations provide some information to inform children's next steps in learning. Assessments are in place, however, they do not fully cover the areas of learning sufficiently and staff do not use this information to tailor specific activities to promote children's learning. Planning is not reflected on and monitored to help all children make good progress in their learning. For example, some children have not had their overviews of planning, for all areas of learning reflected upon, for up to six months.

Staff provide first-hand learning experiences, including for babies. They help babies to sustain interest in an activity by holding up their own hands for babies to watch the mixture of cornflour and water to drip from, engaging their attention. Babies are encouraged to watch their own hand and finger movements in the mixture, in order to learn that they can cause an effect by their actions. This develops their small manipulative skills and the experience of making marks prepares them for future ones when learning to write. Older babies play with cornflakes, investigating their texture and the sound when they are broken. In pre-school, staff plan activities, such as making biscuit dough with groups of children, which helps to suitably promote their skills that will support readiness for school. They ask children questions to recall names of the ingredients they are using, to develop their vocabulary and give children opportunities to help weigh out and stir the mixture. This helps to emphasise the importance of sharing and taking turns. However, sometimes staff miss opportunities to promote some areas of learning because the group time is not as well organised as it could be. For example, staff do not show children how they use the numbers and marks on the weighing scales to determine when they have added the required amounts of ingredients. This is because staff have not gathered all the resources needed to support an activity in advance.

Parents receive daily verbal information about their children's activities and what they have enjoyed, to help them engage with their children's learning. Parents' evenings are held termly for discussions with key persons about children's progress and parents are encouraged to complete written statements in children's learning journals at these times. Information about children's development is contributed by parents when children enter the nursery, in order to make initial plans for their learning, and find out about their interests. Further information is sought when children move rooms, to enable staff to have more recent information about their interests and activities at home and to inform planning. Staff also encourage parents to provide written contributions to their child's 'progress check at age two', as part of their engagement with children's learning. When children transfer to full-time school, the nursery passes on information about their progress to support continuity in education. Children with special educational needs and/or disabilities have a planned gradual transition to school involving parents and any professionals who support their learning. The manager ensures that any additional help they require for this move is applied for in good time, to help a smooth transition on to the next stage in learning.

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

The nursery operates a key person system in order to support children's emotional welfare. Key persons demonstrate suitable knowledge of children and their preferences. Children are confident and show this by exploring the space and resources thoroughly, indoors and outdoors. Staff provide clear boundaries to help children learn how to manage their own feelings and behaviour. They praise children's successes and use rewards, such as stickers to motivate them further. As a result, behaviour is satisfactory. Resources and toys are accessible to the children in the rooms which means that children have opportunities to make decisions about what to play with, hence developing ownership of their learning. Children's welfare is protected by a range of policies and parental permissions, such as for applying any creams that are needed. There are some opportunities for children to be independent. For example, older children put on their own coats. However, opportunities to develop children's ownership and sense of responsibility, are not fully promoted at meal and snack times.

Children are able to manage a variety of aspects of personal hygiene appropriate to their age and stage, such as keeping their noses clean. Staff talk to children about the importance of washing their hands thoroughly, and as a result, children have opportunities to learn hygiene routines. Staff follow effective procedures to ensure that nappy changes are carried out hygienically, to prevent the spread of germs. All areas of the nursery are clean to help support children's good health. Meals are nutritious, and children have independent access to drinking water over the day at regular intervals. Babies are offered regular drinks. This ensures that children receive a balanced diet and suitable drinks. Suitable information to support children's good health and well-being is obtained from parents when children join the nursery, in order to meet their needs, such as their dietary requirements. Staff make sure that all children brush their teeth after lunch each day, in order to teach good dental hygiene practices. The nursery provides an outdoor environment which gives children suitable opportunities to enjoy exercise and take reasonable risk in their play, with supervision. However, staff do not always teach the children about the benefits of exercise. As a result, opportunities for children to learn about the effects of exercise on their bodies are not fully maximised.

Practical measures such as safety gates and radiator covers are in place to help prevent accidents on the premises. Security of children is protected by the nursery being situated in the children's centre, with staff only operating the door release mechanism when they know the purpose of the visitor. Children's room changes within the nursery are sensitively managed through discussion with parents and key persons to support children's physical well-being. The open-plan design of the nursery supports children's emotional well-being at these times, as they can see the area in which they have previously been cared for. A flexible approach, which is based on the needs of the individual child, is embedded into practice, for example, when children join the nursery transitions from home are gradually built up. The nursery seeks detailed information from parents and any previous settings to help children settle and provide for their welfare.

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

Risk assessments and safety checks are detailed and regularly reviewed to enable children to play safely and freely in permitted areas. Staff have a sound understanding of how to manage any concerns they may have about a child's welfare due to safeguarding training. Additional training is provided when staff ask to refresh this and also when new supervisory staff join the nursery, to ensure that their skills and knowledge are concurrent with their roles and responsibilities. The managers and all staff are checked and vetted for suitability to work with children. All documentation related to statutory requirements is completed to support the safe and effective running of the nursery, including a policy for the use of devices with cameras on the premises, such as mobile phones. A wide range of policies and procedures are used to support an appropriate standard of care for all children in the nursery and to support children in making steady progress in their learning.

Responsibilities of staff and managers are defined to ensure that staff have an understanding of how to carry out their roles. Appropriate procedures for recruiting new staff are in place, so that children are cared for by suitable adults. The nursery has a sound induction programme to support new staff. As a result, children are kept safe because new staff learn the procedures and policies in order to support this. There are systems in place for staff appraisal with regular interim supervision meetings, in order to support staff in their work with children. However, these have not consistently helped managers to monitor how thoroughly staff complete records of children's progress. Staff training needs are identified through observation by the manager and during meetings, such as at appraisals or supervisions. The manager is in regular contact with the regional quality improvement manager, in order to raise the quality of the nursery. As a result, the manager has regular support and advice to manage any issues that are identified and work closely with outside agencies.

The setting has established supportive partnerships with parents, who praise it for the care and education of children. Multi-agency working with the host children's centre through regular meetings helps to support children and their families. Parents contribute to the setting development plan both through verbal and written means. Staff have regular opportunities to share information with the manager as part of the self-evaluation process at various staff meetings and appraisals. Pre-school children are asked for their views about activities for the next week in order to give them a voice in the setting, showing them that their ideas are important.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY355289
Local authority	Bolton
Inspection number	915535
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	70
Number of children on roll	84
Name of provider	Pre-School Learning Alliance
Date of previous inspection	14/03/2012
Telephone number	01204 336745

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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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