

Tonge Children's Centre

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

Inspection date	12/12/2013
Previous inspection date	14/03/2012

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		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 settled. Relationships with staff are strong and secure attachments are made, which adequately supports children's emotional well-being.
- The effective partnerships developed with parents are underpinned by two-way communication, ensuring that they are well informed about the procedures in the nursery.
- Children play outdoors on a daily basis. Consequently, they experience plenty of fresh air and have regular opportunities to develop their physical skills and confidence.

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 always use questioning to optimum effect to help children make links in their learning.
- The activities and experiences on offer are not always challenging, and therefore, do not always precisely match the needs of all 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 observed children's play and staff's interaction with children.
- The inspector talked with available staff and held discussions with the manager, staff and parents.
- The inspector observed children's activities throughout the visit.
- The inspector examined documentation including children's records, policies, staff suitability, risk assessments, planning documentation and training records.

Inspector

Sue Rae

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 8am to 6pm. There are 21 staff employed, including the manager. Of these, six are supply staff that can be drawn on as needed, 16 of the staff are qualified at level 3 and one is qualified at level 4. There are currently 82 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-old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

What the setting needs to do to improve further

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

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

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

- develop the use of open-ended questioning to enable staff to support children in extending their own ideas in thinking more critically
- adapt and provide differing levels of activities to extend and challenge all children's learning and development and help them make the best progress.

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 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. Staff have a secure knowledge of how children learn. 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 cover the areas of learning sufficiently and staff do not use this information to tailor specific activities to promote children's learning to best effect. 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.

All areas of the nursery are well organised to allow children to select activities for themselves. Displays of children's work gives them a sense of being valued, resulting in their confidence and esteem being promoted. A well-organised balance of adult- and child-led activities means children learn to explore, to think and learn to play together. Staff support babies to explore the feeling of paint on their hands as they make marks. Staff model descriptive language, for example, 'sticky', 'squishy' and 'smooth'. Nursery staff adequately support children who speak English as an additional language. They work with the family and if needed, learn key words in children's home languages, when children are settling in. Toddlers enjoy exploring rice as they fill and empty containers. They develop hand and eye coordination by skilfully using spoons to transport the rice. However, opportunities are missed by staff to challenge and extend children's learning further, for example, by not ensuring there is enough rice to completely fill the container, allowing children to develop a precise understanding of capacity and volume. Through social occasions, such as snack time, children develop their personal social and emotional skills. Staff interact well with the children, although opportunities are missed to ask open-ended questions to support children in extending their own ideas and thinking more critically. Children enjoy the social aspect of their time at the setting, becoming independent and confident individuals. Children are able to move around freely and have access to a secure outside space. Children enjoy taking part in singing, action and rhyming songs as they practise their Christmas songs, encouraged and praised by enthusiastic staff. Access to a range of writing materials, allows all children to explore their early writing skills. Children confidently use the computer as they explore the world of information and communication technology. Children build and construct, making towers and designing their own creations. They work together cooperatively, discussing the size and shape of the blocks, balancing them carefully to build the tower high.

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 journal records 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

Staff support children to behave well and show a sound regard for one another. Children are beginning to show an awareness of the importance of taking turns with tools and resources. These are sufficient in quantity, thereby, ensuring that conflict is minimised. 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. 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. 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. There are some opportunities for children to be independent. For example, older children serve their own meals at dinner time and put on their own coats when going out to play.

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. The nursery provides an outdoor environment which gives children suitable opportunities to enjoy exercise and take reasonable risk in their play, with supervision.

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. Children are prepared for their transitions into schools through the setting's developing partnerships with local schools. Information about progress and learning is shared between settings to support the children's move onto school.

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

The inspection took place following notification from the provider of a safeguarding incident at the time of the collection of children. The inspection found that clear policies and procedures are in place and these were adhered to appropriately at the time of the incident, which included notifying the relevant authorities. Furthermore, arrangements for the collection of children have been thoroughly reviewed and were seen to be effectively implemented on the day of inspection. Consequently, children are effectively safeguarded. All staff have a clear knowledge of safeguarding and child protection issues, achieved through attending relevant and up-to-date training. Staff confidently explain the procedure for reporting any concerns. Comprehensive policies and procedures are in place to guide all staff in ensuring that they are diligent and clear about their roles and responsibilities in ensuring children are protected. Effective procedures for staff recruitment, including suitability checks are undertaken to ensure that adults working with children are suitable to do so. An induction process is in place for new staff and they are closely monitored and supervised to ensure they understand their roles and responsibilities. Staff are provided with additional training opportunities to support their roles and staff hold up-to-date and relevant training to support children and keep them safe, for example, in paediatric first aid and safeguarding. Children are supervised well through the deployment of the staff team and ratios of staff to children. High priority is given to ensuring children are kept safe and secure, both inside and while playing outside. Stringent risk assessments minimise hazards in all areas used by the children while they are at nursery. Detailed and dated risk assessments are also prepared and used to ensure that risks to children are also minimised during outings. Parents are fully informed of the outings, and consent for the child to participate is requested from all parents before a child can take part. Accidents are accurately recorded and shared with parents.

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 works closely with outside agencies.

The setting has established supportive partnerships with parents, who praise it for the

care and education of children. They comment that staff are friendly and approachable, supporting children's learning and development well. Multi-agency working with the host children's centre helps to support children and their families. Partnerships with external agencies and other professionals involved with individual children positively contribute to securing the support they need. 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. Partnerships with schools are established and this ensures 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	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	946591
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	70
Number of children on roll	82
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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