

LARK Children's Centre Daycare

Beacon Community Hub, 9 Lark Hill, Plymouth, PL2 2LL

Inspection date

Previous inspection date

04/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
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	1

The quality and standards of the early years provision

This provision is outstanding

- Staff are highly experienced and enthusiastic, thoroughly enjoying their play and interactions with the children. They expertly support and extend children's learning and development at every opportunity, encouraging them to develop critical thinking skills and become active learners.
- Emotional security of the children is given an exceptionally high priority by all staff, who take time to get to know each child and their unique needs. Consequently, children settle quickly into the setting, are happy, secure and become confident learners who are very well prepared for the next stages in their learning.
- Leadership is inspirational. Meticulous self-evaluation and reflective practice ensures that staff, parents and children are highly involved in the setting's continual improvement, in pursuit of excellence. Consequently, staff are highly motivated and have high aspirations for the children and all areas of the setting's practice.
- Outstanding assessment systems enable staff to have a comprehensive knowledge of children's development and ensure every child makes rapid progress through meticulous planning.
- Partnerships with parents are exceptional. As a result, opportunities for parents to share information about their children and to become actively involved within the setting are promoted continuously.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed a range of learning activities in the indoor and outdoor environment.
- The inspector held meetings with the Manager and SENCO.
- The inspector talked with staff and parents.
- The inspector sampled a range of documentation including policies, children's assessment records and planning documentation.
- The inspector carried out a joint observation with the Manager.

Inspector

Katherine Lamb

Full report

Information about the setting

Lark Children's Centre Daycare nursery is registered on the Early Years Register and Compulsory part of the Childcare Register. It opened in 2002 and moved to its current premises in September 2013. It is situated in purpose premises within the Beacon Hub in the North Prospect area of Plymouth and is managed by the Lark Children's Centre. The nursery serves the local area and is accessible to all children. It operates from three main base rooms with associated facilities and there is a fully enclosed area available for outdoor play. The nursery employs fourteen members of child care staff. All of these hold appropriate early years qualifications at level 3 or above. Two of the staff have Early Years Professional Status, one has a Foundation degree and the manager has a Masters degree in education. The nursery opens Monday to Friday for 50 weeks of the year. Sessions are from 8am to 5.45pm. Children attend for a variety of sessions. There are currently 55 children on roll all in the early years age range. The nursery provides funded early education for children aged two, three and four years. The nursery supports children with 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:

- enhance babies' strong feelings of belonging, for example by displaying the pictures of themselves and family members at their level

Inspection judgements

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

Staff are highly experienced and enthusiastic, thoroughly enjoying their play and interactions with the children. They expertly support and extend children's learning and development at every opportunity, encouraging them to develop critical thinking skills and become active learners. Staff plan and provide an exceptionally varied range of activities and experiences for the children, both indoors and outdoors. These experiences are based upon the children's current interests and next steps in learning. Staff identify children's next steps through the ongoing observations of the children during their play. These wonderful responses by staff to the things that are important to each child, promote a love and enjoyment of learning and helps them to make rapid progress in their learning and development. For example, children in the Willow room show an interest in animals so staff make the role play area into a vet's corner for them to continue to explore this interest. Staff are very confident and knowledgeable about child development and they competently assess children's progress to ensure that all areas of their learning and development are being provided for. Teaching is exceptional, as staff are constantly

attuned to what the children are doing and when it is appropriate to intervene to support and extend their learning opportunities further. As a result, children are confident, motivated learners who are developing excellent skills for the future.

All staff understand the importance of supporting children's communication and language skills at all times. Staff provide excellent commentary and open questions to children during their play, to engage children in practising their language skills. Children are not hurried to give a response and are clearly given time to think about what they want to say. During song sessions, staff sing and sign to promote both means of communication. Books and reading materials are readily available and children enjoy the one-to-one experience of sharing them with staff or reading in small groups. Stories are clearly important to the children, who thoroughly enjoy being able to take their favourite books home and share them with their family and friends. The whole environment is rich in print and staff encourage children to draw and write, both inside and out in the garden, supporting children's developing literacy skills. This helps children to be ready for the next stage in their learning, such as school. Children use their creative skills well. They explore media during art and craft activities where they have free access to many different resources. Staff provide an extensive range of opportunities for children to seek out patterns, count, sort and match through a range of games, construction toys and everyday routines. Opportunities to learn about technology are supported through a range of push button toys and computers.

Systems to assess children's starting points and ongoing progress are well established, robust and include all those involved in their learning. Staff engage parents, carers and others in children's learning and development, providing regular opportunities to discuss children's needs and progress. They are fully aware of the requirement to provide parents with a progress check when their child is aged two years and complete these where necessary. Parents receive regular, highly comprehensive feedback helping them to feel included in their child's learning. For example, they receive both daily feedback and more detailed learning and development summaries periodically, showing them what their children achieve. They attend parents' meetings with their child's key person on a regular basis and view their child's learning journey at any time in the setting, or at home. Staff enthusiastically receive observations parents make at home of their children or photographs showing children engaged in new skills or experiences. These contribute to both assessments and planning within the setting. In addition, parents have easy access to a wide range of information about activities and learning objectives within the setting. Consequently, parents are fully included and are helped to understand how to further support their children's learning at home.

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

Staff give children's emotional security an exceptionally high priority. They take time to get to know each child and their unique needs. There is an excellent and flexible settling-in procedure in place, which supports children and their parents in their move into the setting. Parents speak highly of the time and effort invested by staff in ensuring that their children are settled and secure. This provides them with high levels of confidence that

their child is happy in the setting. This, alongside the outstanding key person system, ensures children settle quickly and happily, forming strong attachments and superb relationships with the staff and other children. Staff acknowledge that the emotional security of the children is vital to enabling them to flourish in their learning and development. Parents comment that they have excellent relationships with all staff. They share information with staff about their child's care needs, interests and achievements. This enables staff to appropriately support the child's needs and provide for their interests from the outset. Parents feel reassured that the staff know each child remarkably well, enhancing their sense of trust and security in the quality of their child's care. As a result, children have strong and secure emotional attachments with the staff. This enables them to enjoy their time and make excellent progress in all areas of their development and learning, in a safe and secure environment. Similarly, moves between rooms within the setting and on to school are equally well supported, in partnership with parents and the new key person or teacher. This ensures that children's needs are consistently promoted and are excellently supported.

Staff support babies as soon as they are ready to feed themselves and encourage older children to serve their own meals and pour their own drinks. Staff create a very inspiring and enabling learning environment for all ages. High-quality toys and equipment are in good order and easy to find. All areas of the premises are impeccably clean, safe and secure with staff attentive in promoting a safe environment. The learning environment enables children of all ages to independently select resources of their choice, supporting them to extend their play and their developing imagination. Displays celebrate children's creativity and the many photographs of children engaged in activities celebrate their skills and the learning gained from these experiences. This, alongside the personal 'learning stories' of individual children in each room, supports their developing self-esteem and sense of belonging in the setting. However not all displays are at children's levels and so they are not always able to see them when they want. For example, despite the babies enjoying looking at photographs of themselves, some of them are placed up high on the wall so babies are unable to view them. Positive behaviour is highly evident and children happily play together in this calm and caring environment. Staff understand the importance of ensuring that children are actively engaged in play which helps to prevent them from becoming bored, and supports the children in working together. Children are polite and respectful, and confident to communicate their ideas with others. These personal skills in managing their emotions and developing positive relationships support children extremely well towards the next stage of their learning, such as school.

Children of all ages enjoy daily fresh air and exercise, developing physical skills and confidence as they enthusiastically play in the well-equipped outdoor area in all weathers. Staff supervise children in using a wide range of resources, which they are able to move around, using these to construct imaginative structures and obstacle courses. A range of resources provides children with opportunities to develop their physical skills and their imaginations, making their own creations, such as ramps to race cars. Snacks and meals provided are nutritionally balanced and prepared daily, and children's dietary needs are followed.

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

All staff members have a thorough knowledge and understanding of the policies and procedures that underpin the exceptional practice in the setting. Staff have an excellent understanding of safeguarding and how to protect children from harm. The manager and deputy have completed safer recruitment training, which ensures that all new staff go through robust employment procedures and that ongoing suitability processes are in place to continually appraise staff suitability. A thorough induction process when they begin their new role ensures that they are fully aware of the setting's policies and expectations from the outset. Continual monitoring by the manager, peer observations, and effective and frequent supervision ensures that all staff maintain high standards of professionalism and integrity. The manager is highly proactive in ensuring the safety and well-being of all who use the setting. There are frequent reviews of the policies and procedures to ensure that robust practices are in place and meticulously maintained.

The management team are truly inspirational, continually focussing on the pursuit for excellence in everything that takes place in the setting. This strong, effective leadership enables all of the staff to feel empowered and inspired. This results in staff being highly professional and dedicated to their role in meeting the children's learning and development needs. Regular staff meetings within the setting and training days provide opportunities to reflect together on practice and to share their views and ideas. Monitoring of every child's progress, three times a year, enables management to identify individual children or areas of learning which may require additional support. Staff are fully involved in this process and strive continually to ensure that all children achieve the best possible outcomes, prior to the next monitoring review. Staff continue their professional development by attending training and sharing what they have learnt with others in the setting. These excellent systems in place to monitor all areas of practice and the children's achievements. This helps ensure that all children make rapid progress. Those who do not, receive high quality support to meet their identified needs. The meticulous focus on self-evaluation and reflective practice ensures that staff, parents and children are highly involved in the setting's continual improvement, in pursuit of excellence. As a result, staff are extremely motivated and enthusiastic, having high expectations of themselves and the children in their care.

Partnerships with parents are exceptional. Parents state that they highly value the positive relationships that they have with all staff, who they consider are friendly, knowledgeable and professional. They feel fully informed and included in their children's care and learning at all times, and benefit from regular verbal and written feedback from staff. Parents are invited to attend meetings about their children's progress on a regular basis. Their views are keenly sought through questionnaires. Feedback is thoroughly analysed by management, who respond to each of the points made, identifying improvements and sharing the information with all parents. Management and staff value highly the views of parents and consider that parental involvement is pivotal to everything that they do with the children. An extensive range of information is made readily available to parents through displays, which include information from each of the nursery rooms regarding current and forthcoming activities.

Partnerships with other settings and professionals are also excellent, and help provide consistently high levels of support for individual children. These positive links with parents and other professionals ensure that they work exceptionally well together, enabling them to meet the children's needs through a fully cohesive approach to each child's care and learning.

The Childcare Register

The requirements for the compulsory 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	EY467105
Local authority	Plymouth
Inspection number	931936
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	39
Number of children on roll	55
Name of provider	Lark Children's Centre
Date of previous inspection	not applicable
Telephone number	01752213551

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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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Piccadilly Gate
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