

Platt Bridge Community Childcare

Platt Bridge Community Childcare, Rivington Avenue, Platt Bridge, Wigan, Lancashire, WN2 5NG

Inspection date	02/04/2014
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		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

- Teaching and learning are excellent. Lead staff use their outstanding knowledge and expertise, sharing it effectively with others to help all the children to blossom.
- The activities and opportunities for learning provided for children are exceptionally well planned. As a result, children are highly motivated and excited to learn.
- The majority of children make good or even better progress. Carefully monitored assessment ensures early intervention is provided when needed, which supports some rapid improvement in children's learning from their starting points.
- Children are kept very safe and are extremely well looked after because the environment is planned to the highest quality and staffing levels provide children with high levels of support. The behaviour of the great majority of children is excellent.
- Partnerships with the on-site children's centre, school and other agencies are excellent, as are links with parents and off-site agencies. These links benefit the children's well-being and learning exceptionally well and ensure those children who need it most are excellently supported.
- Leadership and management are outstanding. The leadership team continually searches for ever-improving ways to help the children's development. They monitor the provision with rigour and a relentless drive to help every child stay safe and make the best possible progress in their learning and development.

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 the under-three's room, the over-three's room and during a woodland walk with staff, children and parents.
- The inspector conducted a joint observation with the acting manager.
- The inspector held meetings with the manager of the provision, the early years teacher and the provider.
- The inspector looked at a sample of children's assessment records, progress tracking records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of local advisors, parents and carers spoken to on the day and from information included in the setting's monitoring reports and parent survey.

Inspector

Angela Rowley

Full report

Information about the setting

Platt Bridge Community Childcare was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises within a school and children's centre hub in the Platt Bridge area of Wigan, and is managed by limited company. The nursery serves the local area and is accessible to all children. Children aged from birth to three years are cared for in the baby unit, while children from three years are cared for in the nursery unit where they are fully integrated with children accessing maintained nursery education in the school. There are two enclosed areas available for outdoor play. There are 16 members of childcare staff who regularly work with the children, the majority of whom hold appropriate early years qualifications at level 2 and above. This includes one with Qualified Teacher Status and one qualified at degree level. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 105 children on roll who are in the early years age group. The nursery provides free funded early education for two-, three- and four-year-olds. It supports 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:

- consider additional ways to extend all staff's expertise and qualifications to the highest levels so that the outstanding teaching continues to develop even further and sustains the excellent impact on all children's learning.

Inspection judgements

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

Expert teaching promotes learning across the Early Years Foundation Stage. Consequently, all children, including those with special educational needs and/or disabilities and children learning English as an additional language, make significant gains in their developmental progress. Staff know this is the case because right at the start they work extremely closely with parents to establish children's needs and identify their starting points during home visits, stay and play sessions and in a baseline assessment, which is conducted in the very earliest weeks of attendance. They share information and plan for children's future learning priorities using an extensive range of strategies, including sharing photos and observations using email and an online application. They involve parents in children's learning during 'inspire' sessions at the start, taking the nursery teddy home and during planned projects. As a result, staff, parents and children build highly productive relationships. This supports, for example, parents and/or carers whose children are learning English as an additional language to attend special events, such as outings, which means that they can support their child's understanding of the experience using their

home language. All staff act as key workers for individual children. This means they take a close interest in the development of the children in their care and have a close understanding of just how well each child is doing. Every child's learning is rigorously tracked and monitored through continuous and summative assessment, regular progress meetings and during integrated two year progress checks conducted jointly with health professionals. This enables staff to identify children who may need additional support. The expert knowledge of leaders, along with range of experts at hand on-site, means that targeted packages of support, such as funded assistance, nurture groups and speech and language support, are swiftly put into place. This supports some rapid progress and also means that children get the support they need early enough to provide a smooth transition and give them the best possible start in school.

The range of expertise among staff to help children's learning is exceptional. The well-organised and highly enabling environment, enhanced by meticulous planning and monitoring of an exceptional educational programme, ensures all areas of learning are promoted very effectively. The seamless way that the childcare staff and pre-school children integrate with the maintained nursery provided by school means that children benefit from the sharing of resources, including the qualified teacher. Various staff have also been trained to support skills, for example, in communication and language acquisition, including signing and use of picture cue cards, and these skills are shared with all staff. The qualified teacher is instrumental in leading and coordinating provision for children over three years of age. This means that the activities and opportunities for learning provided for children are exceptionally well planned. As a result, children are highly motivated and excited to learn. For example, during the inspection children are taken on a planned outing into the nearby nature reserve and woodland. All staff are very well briefed on how the activity is to be conducted and they extend the possibilities for learning in all their individual interactions. Children listen with intrigue as a staff member reads out a letter sent from the 'Easter Bunny' which explains that he has hidden some Easter treats in the woods. Staff comment, skilfully extending children's thinking, about what they might use to help them on their search. They are well prepared with items to consider and they question expertly and in open-ended ways to challenge children's thinking and increase their verbal responses. Consequently, children explore ideas about how the magnifying glass, the metal detector and the torches might be used. Staff's excellent knowledge about how children learn means they use every opportunity as a learning opportunity. For example, when they come across a low barrier to the field they discuss whether to go 'over' or 'under' it. They recite phrases from familiar stories as they 'trip-trap' over small stream bridges. Furthermore, they allow children to fully embrace the wonders of nature by capturing their own images with the digital camera, making large and small wellington prints in the mud, climbing low trees and spotting frogspawn. As a result, children are enthused and highly motivated.

Children aged under three years are also very well supported in their learning and development. Staff make the very best of daily routines to support children's early independence and their communication. The use of 'island time', which are small group activities which focus on language acquisition through exploration and strong relationship building, provides high levels of individual support for children. Staff skilfully allow children to explore the possibilities of a range of natural or interesting items, such as bangles and hair rollers. They play alongside children, modelling exploration and introducing

commentary which allows children to consider other possibilities. As a result, children remain interested, engaged and involved for extended periods.

The highly enabling environment supports children in becoming active, independent, keen learners who develop the attitudes, skills and dispositions they need in readiness for school when the time comes. They are keen to enter, find their name, sign in on giant pieces of paper to self-register and start the session. Every activity on offer as part of continuous play provision is meticulously planned. For example, the fine motor skills needed for later writing are encouraged early when staff provide a wide range of interesting opportunities in which babies and children under three years can make marks. Older children are also encouraged to make marks on a large scale, using mops, brushes and water outside. They sometimes make purposeful marks in fun and exuberant ways, for example, when staff model the 'digit disco'. Children explore large and small pasta shapes in a large tray, carefully manipulating tweezers to pick up individual pieces and collect them in buckets. Staff also support imaginative use of dough, enthusiastically encouraging children to participate in a fun 'dough disco', which further develops dexterity. Highly inviting play spaces draped with soft fabrics create tents and dens and provide quiet spaces for conversation, mark making or reading a favourite story, even outdoors.

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

The highly successful implementation of the key person system and the exceptional deployment of staff ensure that all children are extremely well cared for and form secure emotional attachments in the setting. Transitions into the setting are exceptionally well managed. Home visits enable staff to introduce themselves sensitively to children and to start to build relationships with the whole family even before admission. Staff provide parents with useful information, for example, the setting's policies and information about the key person role. They use the opportunity to gather as much information as possible about children's individual needs and their learning so far. Admission arrangements are managed with great flexibility to support children's emotional well-being. Consequently, children settle securely, enter happily and become independent and motivated learners. The strength of their relationships with their key person is evident when parents and carers comment that their child 'just adores' their key person.

High priority is given to supporting children to learn how to behave in safe ways and to develop the behaviours associated with good learners. Because of the rich variety of things to do, the children are quickly absorbed in play and they behave exceptionally well. There are few problems between children and they demonstrate excellent negotiation and turn-taking skills. This is because staff model wanted language and behaviours excellently. Staff have all undertaken behaviour management training and they use their knowledge to very good effect. They positively reinforce wanted behaviours, such as 'good listening' or 'good remembering'. They provide consistent routines and, as a result, children know exactly what is expected of them. For example, immediately they see snack being brought into the room, some children under three years spontaneously go to wash their hands in the bathroom. They know they must stop their activities when staff start to clap their hands rhythmically and they join in with the routine of twinkling their fingers, counting to

five, which then smoothly introduces tidy-up time. Traffic light systems used for children over three years motivate them to behave well and to understand that sometimes poor behaviour has consequences. These systems are individually differentiated for children with special educational needs and/or disabilities so they too are provided with meaningful approaches which help them learn right from wrong. Staff use meaningful opportunities to remind children about safe behaviour. For example, at snack time children are sensitively reminded about keeping their developmentally appropriate knives on the chopping board, and before outings children explore road safety and what they need to do stay safe on the walk. They are enabled to take safe risks outside. The large-scale play equipment enables them to climb and balance. They enjoy negotiating the cycle path and riding across the 'bumpy' bridge.

The well-being of children is of the highest priority to all staff. The nursery has outstanding links with other agencies and specialists, such as health visitors, school nurse, care workers and therapists. Partnerships are also used to their best effect in supporting children's understanding of keeping themselves healthy. For example, the achievement of an award recognises good health practices, such as healthy meals and snacks, physical activity and planned events that promote good health. Parents receive advice on healthy choices for lunch boxes through the nursery handbook, during the intake meeting and through 'healthy lunchbox' events. In addition, 'stay and taste' sessions offered to parents and children provide the opportunity to taste a wide variety of healthy foods. Snack and meal times are excellently planned and organised. As a result, children's self-care skills are extremely impressive. At snack time children under three years are provided with chopping boards and developmentally appropriate knives, which they use independently to peel and chop their own fruit to eat. They also pour their own milk from pint-sized cartons with such precision that they anticipate when it will start to tip into their cup. At lunchtime, they dish out their own food onto their plates, showing excellent coordination. Staff report that by allowing children such levels of independence and choice, the range of foods and the amount they will eat has increased significantly. Healthy lifestyles are also expertly promoted in the provision of outdoor learning. The outdoor area is extensive and provides a wealth of opportunities to develop physical skills and coordination, as well as areas to explore and investigate. Children use the outdoor taps and balls with guttering to explore gravity, and they love creating potions and mixing natural materials in the newly created 'mud kitchen'. Extensive improvements to the outdoor area mean that children under three years use a safe, separate area to older children. Children over three years integrate fully with all foundation stage children in the school. This supports their relationships and their transitions impressively. Consequently, children are extremely well prepared for school when the time comes.

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

Leadership is inspirational. The management team pursue excellence in all areas. They use their extensive experience and qualifications to underpin their drive to provide children with the highest quality care and education that reduces inequalities and gives them the very best preparation for school. Procedures and documentation are rigorously reviewed and maintained to ensure that all the requirements of the Early Years Foundation Stage

are exceptionally well met. This is followed up by robust monitoring of staff practice. Recruitment processes are secure and suitability checks are routinely reviewed. Additionally, every member of staff undertakes a thorough induction. Almost all staff have undertaken safeguarding training. They have very secure knowledge about what to do should they ever experience concerns about the practice of a colleague. Integrated working with the on-site children's centre means that staff use multi-agency working and processes to best effect in safeguarding children. Risk assessment is rigorous, well considered and continually reviewed in line with the specific needs of individual children. Doors are electronically secured and alarmed and playgrounds are enclosed. Additionally, a naturally impact-absorbent surface provided to support children's outdoor play and to enable them to challenge their physical skills in safe ways.

The nursery's procedures for gaining an accurate picture of its performance are excellent. An example of this is the way they rigorously and systematically check on how much progress the children are making. This enables them to identify weaknesses in both provision and development early, and to make the necessary adaptations to the educational programme and to plans to support individual children's learning. Systems to check the quality of teaching and arrangements to manage the performance of staff are rigorous. For example, peer observations and video footage of staff interactions with children provide excellent opportunities for reflection and planning for improvement. Leaders are very well trained and they effectively model and share expert practice across the provision. The qualified teacher works with children aged over three years, and following the last inspection the manager now leads the under three years room. This leads to some of the outstanding teaching seen. All staff also attend some targeted training each year. In addition, in order to sustain the highest levels of teaching across the nursery, there is scope to extend the opportunities for all staff to enhance their levels of qualifications and expertise even further. Since the last inspection, staff have fully embraced the recommendations made. This has led to significant improvements in the engagement of children under three years in interesting, purposeful opportunities for learning. Additionally, all staff now enhance the educational programme with specific, targeted opportunities to promote their key children's next steps. Leaders continually use the most up-to-date research and thinking to further develop the provision. They are working towards achieving 'adventure learning status', driving even further improvements in using the outdoors as a classroom. The nursery is very well regarded by the local authority, which has provided effective, light-touch support. Their capacity to sustain quality and improve further is evident.

This is a unique provision and its integrated nature within the children's centre and school means partnership working has the best possible impact on the staff, the provision and the children. A wide range of highly inclusive communication strategies result in excellent relationships and therefore engagement with parents and carers, including apps, email, verbal exchanges and during stay and play sessions. Additionally, feedback levels to consultation is positively impacted upon by, for example, each return being entered into a prize draw. Parents are highly complimentary of the setting and enthuse about the levels of trust they have developed with the friendly and approachable staff. They recognise and value the fantastic learning environment provided, especially outdoors.

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	EY342813
Local authority	Wigan
Inspection number	964952
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	46
Number of children on roll	138
Name of provider	Platt Bridge Community Childcare
Date of previous inspection	14/03/2012
Telephone number	07747722718

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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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