

First Class Childcare Dill Hall

Dill Hall, Regent Road, Church, Accrington, Lancashire, BB5 4AR

Inspection date

13/08/2014

Previous inspection date

10/12/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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	2
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

- Staff have a good understanding of the Early Years Foundation Stage and use this knowledge effectively to teach and engage children in learning.
- Leadership and management are effective. The management have a clear vision of how they want to make further developments to the nursery in order to improve the teaching and the provision for all children to make even better progress.
- Staff have a good knowledge of safeguarding policy and practice. As a result, children are well protected and safeguarded in the setting.
- Parent partnerships are good. Parents are involved in children's assessment and learning, and their feedback is welcomed to maintain a consistent approach to children's overall learning and development.

It is not yet outstanding because

- The resources in the environment do not fully reflect the differences and similarities between families, cultures and communities, to enhance children's understanding about the diversity in the world around them.
- There is scope to further develop planning for children's focused activities to ensure that their learning opportunities are maximised.

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 and children at play throughout the inspection.
- The inspector spoke with children, parents and staff throughout the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals and undertook a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation and plans for improvement.

Inspector

Helen Akehurst

Full report

Information about the setting

First Class Childcare Dill Hall was registered in 1992 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from converted premises in Church, Accrington and is part of the First Class Childcare group of nine nurseries. The nursery serves the local area and is accessible to all children. Children are grouped in various base areas according to their ages and stages of development. There are bathroom and changing facilities adjacent to the base areas, and children can access secure outdoor areas. The nursery employs 11 members of staff. Of those working directly with the children, one holds a level 5 qualification and nine hold level 3. The nursery opens Monday to Friday all year round, apart from Bank Holidays. Sessions are from 7.30am until 6pm and children attend for a variety of sessions. There are currently 93 children on roll who are in the early years group. The nursery provides funded education for two-, three- and four-year-olds. There is an out of school club facility for children aged from five to eight years.

What the setting needs to do to improve further

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

- enhance the good educational opportunities for children to gain a greater understanding of the world, with regard to the similarities and differences between families, communities and traditions
- further develop the already good planning for children's focused activities to ensure that children's good learning opportunities are maximised at all times.

Inspection judgements

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

Staff have a good knowledge of the Early Years Foundation Stage and provide targeted and well-planned activities which support children's developmental stages. However, at times, focused activities are less effectively planned in order to ensure that learning opportunities are always maximised for all children, for example, ensuring the appropriate equipment is readily available. Educational programmes cover the seven areas of learning and offer a wide range of good quality learning opportunities. This effectively supports children in gaining the necessary skills in readiness for school. Detailed regular observations are undertaken of children as they play. This informs staff of children's developmental stages and supports them in identifying children's next steps in learning. Planning is very flexible to follow children's current interests. For example, as younger children show an interest in exploring balls of different sizes, staff enhance the learning environment to include balls of different sizes, colours and textures and balls which flash

electronically. They hang balls at child-height on the wall to encourage children to reach up and support children to practise the skills of holding, rolling, throwing and catching with different sized balls. At all times staff are developing children's vocabulary as they describe 'ball', 'roll', 'throw' and 'catch'. Children enjoy joining in with the activities as they are developing new skills. Staff are very well informed about children's interests and develop activities which engage children in their learning. For example, children search for mini-beasts in the outdoor environment, and on finding spiders and snails they are encouraged to consider how to care for living creatures in their environment. All children are highly engaged in learning, and activities are differentiated according to age and stage of development to enhance their learning. For example, babies join in with simple rhymes alongside a member of staff, while older children concentrate and listen to a story in the book area. They delight in joining in with familiar refrains and responding to questions about the story. As a result, children are making good progress.

Teaching and learning are rooted in good knowledge. Staff understand the Early Years Foundation Stage and the characteristics of effective learning, and use this knowledge well to support children's learning. For example, staff engage with the babies using the sensory bottles, encouraging them to reach out to grasp different sizes. Additionally, they encourage babies to begin to crawl as they move the bottles just out of reach. Outside, children crush blackberries and mix them with water, which they then use to 'paint' the nursery outdoor walls, using a variety of tools, such as brushes and rollers, exploring mark making on a large scale and talking about what happens. Children play enthusiastically, using their senses and imagination in the mud kitchen. They learn about mathematics and early science as they delight in using different sized pans and containers and a variety of utensils to mix and stir water, leaves, twigs and soil. Staff support children through effective questioning and by posing challenges to children. For example, children are encouraged to hold snails and spiders and observe them closely, counting the spider's legs and finding out about slime trails by allowing snails to crawl on black paper. This supports children in finding about the natural world and creatures that are in the environment. Staff promote one-to-one correspondence by pointing their finger as children count. This supports children with counting skills. Children are encouraged to record images of the mini-beasts, drawing a body and legs for the spider using a notebook and pen. As a result, different areas of learning are interwoven throughout the nursery. Staff verbally interact with children throughout the day, asking questions, commenting on activities, reinforcing learning and introducing new vocabulary. This promotes early language skills and sustained thinking.

Children's starting points in their development are precisely assessed at induction using evidence gained from parents. Staff use this good quality information effectively, along with their own observations of the child, to make regular assessments of children's progress and interests, in order to plan challenging, stimulating and enjoyable activities. Children's development is regularly tracked to ensure that they are making good progress in order to support their future learning, for example, when they go to school.

Partnerships with parents are good, and staff welcome suggestions to improve the service that the nursery offers. For example, a communications board was introduced to help parents keep up to date with day-to-day information. Communication methods are good and include daily verbal feedback, a social media site and parents' information board.

Parents are encouraged to contribute to children's records and share observations of activities children have enjoyed at the weekend. Parents are involved in children's assessment through contributing to baseline assessments, the progress check for children aged between two and three years and children's development files. Parents were consulted during the inspection and were complimentary about the nursery. For example, they comment 'staff are very friendly and caring' and 'I am pleased with my child's progress'.

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

An effective key-person system is in place. Children attend the nursery for settling-in sessions, which are flexible to suit children's individual needs. This allows children and parents to build secure relationships with staff. Parents complete an 'all about me' information document prior to children starting nursery. This provides an important link between parents and staff so that children's needs are fully understood prior to admission. Staff are positive role models and interact skilfully with children at their own level. For example, staff readily sit on the floor with children as they play alongside them in the small world area and sit with children at mealtimes, promoting an enjoyable social eating experience. Staff are warm and very caring with children and are highly sensitive to their individual needs. For example, children are rocked and soothed when they are tired, unwell or unsettled. Children lift their arms up to staff, indicating they would like to be picked up and held. This indicates that children feel very secure and are settled. Positive behaviour is encouraged through the good and meaningful use of praise and sensitive intervention when necessary. Additionally, older children are encouraged to discuss solutions to minor disagreements as they learn to play cooperatively. Consequently, behaviour strategies are age appropriate and targeted to children's developing needs, resulting in children being well behaved and developing their self-confidence. Although the nursery is well resourced, there are fewer opportunities for children to view and use resources that reflect the wider world and the differences and similarities of people, so their understanding is enhanced further.

Safeguarding and risk management are good. Staff undertake risk assessments and daily safety checks to identify and minimise hazards for children. Staff follow procedures which support safety. For example, a visitors' book is in use so that staff are aware of all visitors on the premises, and a keypad ensures that access into the nursery rooms is secure. Parents are checked and greeted individually by staff members before access is granted. Children are gaining knowledge of risk through the well-designed outdoor space, where they can run, climb and negotiate 'wobbly bridges'. They are able to talk about how to manage risk by 'holding the railing' and 'being careful not to slip'. Children's independence is very well supported. For example, children are encouraged to put on appropriate clothing for outdoor play, to choose and use cutlery appropriately at lunchtime and to use the bathroom independently.

Children learn about healthy lifestyles through daily access to the outdoor area and through well-planned mealtimes. For example, children are confident to play independently in the outdoors and enjoy climbing on the equipment and taking part in races up and down the hill. They talk about getting out of breath and having to use their

muscles. Food is freshly prepared on the premises each day and well-planned menu choices promote a healthy diet. Staff support children by talking about healthy choices and helping them to try less familiar foods. Children are sensitively supported as they move to their next stage in learning. As children move through the nursery, staff meet to discuss children's needs, discuss transition arrangements with parents, and accompany children as they become familiar with different environments and staff. As children move to school, staff make contact with teachers at local schools to share information and invite them into nursery. A transition document gives clear information about a child's progress in terms of their age and developmental stage.

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

Managers and staff have an effective knowledge of safeguarding practice and procedures and of the Early Years Foundation Stage. There are good reporting procedures in place and staff are aware of who to contact should they be concerned about a child's welfare. The manager ensures that staff's knowledge is up to date by ensuring that all staff are suitably trained and knowledgeable, starting with their induction process and moving on to comprehensive in-house and/or external training. Training is well documented and monitored. Staff supervise children well, which ensures that children are safe and protected. For example, the setting keeps thorough records of accidents, medication administration and attendance, which helps staff to protect children and promote their welfare. There are effective processes in place for the selection and safe recruitment of new staff. The manager ensures that suitability checks are undertaken, induction processes are in place and references are obtained prior to any new staff starting at the nursery, to ensure they are safe and suitable to be with the children. Staff are supported through effective supervisions and appraisals, regular staff meetings and in-house training sessions. Staff are beginning to share good practice amongst themselves through the development of a system of peer observation.

Staff have a good knowledge of how to support children in their learning and development. Staff role model for children how to use the resources, play alongside them at their level and sensitively comment on and question them about their play and learning. The management team work alongside staff in the rooms, which means that they can role model good practice to staff and set clear expectations of how different areas can be used with children. For example, managers support children's interests in a variety of transport and methods of moving in the small world area, by allowing the children to build with small construction bricks, listening carefully to children, asking questions and encouraging them to test ideas. This role models good practice for all staff to improve their already good practice. Children's development files are routinely monitored, and child tracking ensures that gaps in learning are quickly identified and swiftly addressed through targeted interventions. Staff attend regular training and have recently attended behaviour management and outdoor play training to improve practice. They have also attended an in-house training day to support the introduction of new systems to further develop practice and documentation in observation, assessment and planning within the nursery. This recent training has impacted on staff's already good knowledge and is supporting them to further develop children's learning and progress.

There are good levels of self-evaluative practice in place. The experienced management team have effectively identified areas of strength and weakness and are proactive in ensuring that the nursery constantly improves. Good practice is shared between staff and nurseries within the group, and the nursery works in partnership with the local authority early years team, local schools and other professionals. This ensures that managers, staff and professionals are working well together to offer a highly consistent approach in supporting children as they move towards the early learning goals. As a result, children's needs are well met as they make good progress in their learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	309289
Local authority	Lancashire
Inspection number	864915
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	55
Number of children on roll	93
Name of provider	First Class Child Care Limited
Date of previous inspection	10/12/2009
Telephone number	01254 392 939

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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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