

First Class Childcare Lorraines

20 Blackwall, HALIFAX, HX1 2BE

Inspection date	06/10/2014
Previous inspection date	22/04/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- Managers monitor children's assessments effectively and ensure these sharply focus on planning for children's next steps to successfully support children's progress in preparation for school.
- Good monitoring of the nursery provision also ensures that children are safeguarded and the management and staff take effective action to improve the provision in order to support children's well-being and safety.
- The provision works effectively in partnerships with parents and other professionals to support children's learning and care routines.
- Staff have good knowledge of their safeguarding responsibilities and of child protection procedures. They provide children with good supervision and promote a safe environment by completing effective risk assessments to minimise hazards.
- Children's good health is strongly supported. This is because children receive healthy meals, and the staff teach them about the importance of being active to keep themselves healthy.

It is not yet outstanding because

- Occasionally during group activities staff do not give children enough time to answer questions fully, in order to develop their thoughts clearly.
- Opportunities for the babies to spontaneously use their designated outdoor play area, to extend their exploratory skills is not fully 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 had a tour of the premises and observed play activities indoors and outdoors.
- The inspector carried out a joint observation with a manager.
- The inspector spoke to the children present and to the staff about the learning intentions of several activities observed at the inspection.
- The inspector sampled a range of documents, including evidence of the suitability checks for the staff, the children's records of learning, tracking documents, and policies and procedures.
- The inspector discussed self-evaluation and considered the views of parents.

Inspector

Melissa Patel

Full report

Information about the setting

First Class Childcare Lorraines opened in 2007 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is owned and managed by a limited company that operates eight other nurseries across Yorkshire and Lancashire. The provision operates from a converted, two-storey building situated in Halifax, West Yorkshire. The nursery serves the immediate locality and also surrounding areas. Children are cared for in three main play areas and have access to enclosed outdoor play areas. The nursery is open five days a week, from 7.30am until 6pm, all year round, except for bank holidays. Children attend for a variety of sessions. There are currently 43 children on roll in the early years age range. The nursery receives funding for the provision of education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities. There are 14 staff working directly with the children. Of these, two staff hold Early Years Professional status, one staff holds an early years qualification at level 6. Ten staff hold an early years qualification at level 3 and one at level 2. The nursery receives support from the local authority.

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 quality of teaching further, for example, during some group activities by providing children with more time to answer questions fully to enrich their thinking process
- enhance the opportunities for babies to explore outdoors. For example, by creating further opportunities to use the designated play area freely during less favourable weather conditions.

Inspection judgements

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

The staff have a good understanding of the children's individual learning needs. As a consequence, all ability groups receive good support from staff to help them progress across the seven areas of learning. The children are developing comfortably within the typical range of expected development for their age, according to their starting points and different times spent at the provision. The quality of teaching is good. All the staff demonstrate enthusiasm as they interact with the children. They plan interesting experiences for them that present challenges and support their individual learning styles. Babies learn how to express themselves as they explore different textures and materials. The staff keep them engaged by using lots of language and they get down to their level as the babies play and explore. This supports their communication skills effectively. Staff

introduce new ways of using resources which ignites their curiosity. Staff take up opportunities to build on what older and more able children have experienced at the weekend. For example, they learn about pumpkins through a creative activity. Staff cleverly introduce colour and shape into the activity to support children's colour recognition and mathematical development. Children's learning about mathematics is seen regularly throughout the provision. Staff encourage children to count regularly during routines, such as at meal times as well as in activities. They arrange the provision purposefully to encourage children to use a range of weighing and measuring resources. Children use a variety of materials, such as paint during activities to express themselves through making marks. Staff take up opportunities to teach children good early literacy skills by encouraging them to describe the marks that they make. Staff help children learn to recognise the letters in their name and to enjoy attempting to learn how to write their name.

Staff support children's thinking skills effectively at most times in all rooms. They use repetitive questions and open ended questions. For example, their questions encourage children to consider and talk about what objects are used for and what happens next. This helps the children follow through the thinking process and develop their ideas, such as when using large tubes for weights in a physical activity. However, there are occasional examples in group activities when staff do not always follow up questioning. For example, by giving enough time for children to answer in detail so that their response can be further explored. This does not maximise children's ability to think critically or provide a highly developed learning experience so that children make the best possible progress that they can.

Staff make good use of observations and assessments, to plan children's and babies next steps in learning. Regular tracking of their progress gives the staff a clear picture of what the children like to do and where they are at with their development. The staff use this information to make plans to extend children's learning, such as their physical and communication and language skills. This ensures that that all children, including those with special educational needs and/or disabilities, move on to the next stage. All of this supports their readiness for school effectively. Parents are successfully included in their children's learning while at the provision. For example, through daily discussion and the sharing of the children's records of learning. This ensures that the staff and parents work together to help children make progress through a continuous, shared approach. In addition, attractively displayed notices throughout the provision provide parents with useful information regarding key persons, who support their children and ideas to support children's learning at home. The staff carry out regular summaries of the children's progress. This also includes the progress check carried out between the ages of two and three years, which is shared with parents and used as a guide to help the staff plan for the children's future learning and identify any need for interventions at any early stage.

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

Children's well-being is fostered effectively. This is because each child has a staff member assigned to them as their key person who has clear and effective knowledge of the

children's individual needs. This enables them to provide children with the individual support that they need. This also includes communicating with the parents regularly regarding the children's developing needs. For example, good account is taken of children's individual sleeping patterns and important dietary requirements to support their health and well-being. As these patterns change, the key person and parents work together to ensure children receive consistency with their new routines, which promotes their security. Staff are consistently cheerful in their approach. For example, staff take care to talk to babies and children continuously and they explain happenings during the day. Staff give close attention to help children and babies feel comfortable within the provision by responding immediately to their needs, such as nappy changes. Children and babies develop positive relationships with the staff and other children as a result of the good support that they receive within the provision.

Children's emotional security and confidence is regularly reinforced. This is because the staff include children equally in activities and they frequently praise their independent achievements. For example, when babies attempt to walk and when older, more able children pour their own drinks and answer questions. All of this contributes to children behaving positively and learning how to cooperate positively within a group and make friendships. The staff manage children's transitions between the different rooms within the provision well. For example, the children have good opportunities to settle in to their new room and enjoy their time. Key persons take children to their new room at transition times and they share information about the child with new staff to ensure that their individual needs are met. The changes to rooms are managed flexibly to meet the children's needs and timescales agreed with the parents. This supports children's emotional security and well-being effectively.

Children and babies receive regular, good quality outdoor play. This contributes to supporting their understanding of the importance of living a healthy life style though fresh air and exercise as well as benefitting from other learning experiences. For example, children explore and investigate the natural environment as they dig for bugs in the mud with good support from the staff. They learn to develop their physical skills through climbing and to develop their confidence as they learn how to manage risks safely as they achieve balancing skills. Babies use small resources to develop physical skills and develop their learning through their senses through using natural materials. The babies' designated outdoor play area is designed to enhance healthy exploratory play experiences by having instant access to outdoor play. This works well during fine weather, but is used less on occasions when the weather is less favourable because the surface can become a bit slippery. The babies do still play out in other areas on these days, but this does mean that the opportunities for them to spontaneously access their own play area are reduced at these times. Lunchtime routines are relaxed and not rushed. Babies have good opportunities to practise feeding themselves with good ongoing support from the staff. The meals are balanced and attractively presented to encourage children to take an interest in their food and eat healthily. Children have plenty to drink because water is readily available for use and offered regularly. The provision is effectively maintained and organised to create a bright and welcoming environment for children and the parents. The provision inside and outdoors is effectively risk-assessed. This ensures that the children can explore the environment safely. The staff talk to the children about safety, which includes handling resources indoors and outdoors with care as they explore. This teaches

the children to keep themselves safe, and to consider other children's safety within the environment.

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

The management demonstrate a good overview of the safeguarding and welfare requirements. For example, they monitor closely how children are safeguarded within the provision. This includes ensuring that all staff are kept up-to-date with safeguarding issues through meetings or training. Staff show a good knowledge of the safeguarding procedures and what to do if there is a concern about a child. Employment procedures are implemented effectively, to make sure that the staff are appropriately background checked and therefore suitable to work with the children. Staff training, such as paediatric first aid are regularly updated to support children's safety and well-being. In addition, first aiders are in all rooms, which means children receive quick support if there is an accident. The nursery's management and staff have made strong progress since the last inspection and one subsequent monitoring visit. They have reflected and monitored their practice clearly and purposefully and have taken advice from the local authority adviser. The management have addressed the actions thoroughly that were raised at the last inspection. For example, they have introduced new managers to implement effective changes to support children's all-round needs, and they have made changes to staff rotas and how the day is organised. This results in staff being deployed effectively and the staff to child ratios being met well throughout the day. This supports children's safety, well-being and ensures that their learning is given good support.

Robust monitoring of how children progress and how staff implement the learning and development requirements across the nursery to support children is now strong. The results show quick and effective input to address any gaps in children's learning. Positive changes to how staff observe and assess children supports individual learning and parents are fully involved. Improvements in staff supervisions and in-house training ensures good outcomes for children's progress. This is because staff understand what they need to do and confidently support the children's learning through planned activities. In addition, because the staff now understand the process they are able to use what they have learnt from professional qualifications more effectively, to ensure that the children receive good support with their learning. These improvements demonstrate that the management have a good overview of the learning and development within the provision and act quickly to make positive improvements.

In addition, the management and staff have developed partnership working with the parents since the last inspection. For example, by implementing a here and now process which involves parents more closely and routinely in their child's learning and development. This improves opportunities to share how to support children's individual learning and ensures that the management and staff form successful relationships with the parents, to support children's overall needs. Parents' views sampled at the inspection demonstrate that the staff clearly form good relationships with the parents, working alongside them to support the children's all-round development and well-being. Children

have a strong voice in the nursery by being encouraged to make choices and follow their interests throughout the day. The staff form good relationships with other early years provisions. For example, they share relevant information regarding learning to support children when they leave the provision. The staff work closely with the local authority to support ongoing improvements within the provision and they liaise with other agencies as appropriate, such as speech and language services. This ensures that children receive good support to their all-round development.

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
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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	EY232488
Local authority	Calderdale
Inspection number	978583
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	92
Number of children on roll	43
Name of provider	First Class Child Care Limited
Date of previous inspection	22/04/2014
Telephone number	01422 354404

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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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