

# First Class Childcare Clayton

Pick Up Street, Clayton le Moors, Accrington, BB5 5NS

## Inspection date

09/10/2014

Previous inspection date

14/12/2010

## 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 know children well and plan a range of interesting play opportunities to support the next steps in their learning. As a result, all children are making good progress.
- Children enjoy warm relationships with caring staff who are responsive to their needs. Consequently, children are emotionally secure and settled.
- Staff work extremely closely with parents and/or carers and other professionals in order to meet all children's individual needs, fully ensure inclusion and promote equality of opportunity.
- Effective safeguarding policies and procedures are known and implemented by the staff who place utmost importance on ensuring that children are extremely safe, protected and secure at all times.

### It is not yet outstanding because

- Staff, occasionally, are less effective at always giving children more time to respond to questioning in order to support their creative and critical thinking.
- There are not sufficient opportunities for babies to explore, be challenged and investigate natural resources in the indoor environment.

## **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 carried out a tour of the nursery with the manager.
- The inspector observed teaching and learning activities in the playrooms and the outdoor learning environment.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of all staff working with the children and the nursery's self-evaluation form.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection.

## **Inspector**

Nicola Norton

## Full report

### Information about the setting

First Class Childcare Centre Clayton is one of nine nurseries owned and managed by the First Class Child Care group. The nursery was registered in 1997 and operates from a building on two levels to cater for children from three months up to eight years. It is situated in the Clayton-le-Moors area of Accrington in Lancashire. The nursery is registered on the Early Years Register and both parts of the Childcare Register. There are currently 62 children on roll. The nursery provides funded early education for two-, three- and four-year-olds. After school care is also provided. The setting is open five days a week from 7.30am until 6.00pm. All children share access to a secure outdoor play area. The setting is accessed via a small step and is on two levels. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs nine staff including the manager, of whom seven hold a National Vocational Qualification at Level 3 or above. Support staff are employed for site maintenance and cooking meals.

### 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 questioning skills of staff by allowing children time to respond to open-ended questions to extend children's thinking skills
- provide opportunities for babies to learn through their senses and investigate the world through the use of a wider range of natural resources in the environment.

## Inspection judgements

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

Teaching is good and, in some cases, very good. Staff demonstrate a comprehensive understanding of the Early Years Foundation Stage and use this to make accurate observations of children's progress and development. Staff plan and deliver a broad and varied educational programme which meets identified next steps for learning for every child. This means that all children, irrespective of their starting points, make good progress in all areas of learning, including children with special educational needs and/or disabilities and those who speak English as an additional language. Staff use their knowledge of children's interests to provide a balance of child-initiated and adult-led activities, to extend learning. For example, using children's interest of space, staff create an exciting, themed, role play area where children show great pleasure in dressing up as astronauts to look for aliens. Staff join in the game with great enthusiasm, talking to the children about different planets they will see on their journey. The children display high levels of involvement and enjoyment as they count to ten on their spaceship and

anticipate 'blast-off'. Outdoors, staff foster children's interest in worms by providing them with spades to dig in soil and magnifying glasses to look for the worms. Staff show great interest in the children's play and talk to them about what they can see in the soil. A strength of this nursery is the personal attention given by each member of staff to every child. However, not all staff give children time to respond to questions resulting in their creative and critical thinking not being fully supported.

The indoor learning environment is welcoming and well-organised. Children are able to select their own resources and do so confidently. This helps develop their independence. Staff continually reflect on and review areas of continuous provision in order to ensure the quality environment meets children's changing needs. For example, staff in the baby room have created an area where children can climb, balance and build to develop their motor skills. Younger, less mobile babies have space to roll and crawl in order to develop their physical skills. They benefit from quiet areas where they can explore fibre optic lights and other sensory play equipment. However, there are fewer resources available to help them learn even more by exploring and investigating the textures of natural items. Colourful displays show examples of children's own creative work alongside photographs of recent nursery trips and photographs from home. This provides children with a sense of well-being and belonging. Makaton signs are displayed throughout the nursery. This supports development of speech and language skills for children with English as a second language and children with speech delay. Outdoors, children are provided with a selection of resources and equipment to develop their skills and learning. They throw balls to one another, push themselves on trikes, climb through a large wooden tunnel and use a hose pipe to create puddles to splash in. Children demonstrate the characteristics of effective learning as they display high levels of involvement in their play and persevere when faced with challenges. Staff are on hand to provide support and praise and as a result, children are highly motivated, active learners who acquire the skills and attitudes they need for future learning and school

Parents and carers are kept informed of their child's progress and stage of development through daily verbal feedback, monthly information sheets, development reports and parents' meetings. Transitions are well planned and the nursery works with reception class teachers by inviting them into the setting to meet children and discuss their ongoing progress in preparation for school. The nursery sends out regular newsletters to parents and these are also available on the website, as well as other useful information, such as contact details and fees and photographs of the setting.

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

Children settle quickly in this warm and welcoming nursery, because staff liaise well with parents to plan settling in visits which are effective and tailored to meet individual children's needs. Information about their care routines and interests are gathered from parents and carers prior to children starting at the setting. Parents and carers value the time staff take to settle children in and comment, 'my child has settled quickly because the staff are so caring and friendly.' Health and care plans are in place for children with special educational needs and /or disabilities and extra training is provided to staff to ensure medical needs are addressed. This means children feel safe and emotionally secure. All

staff are responsive and sensitive to children's needs and as a result, children form close, warm relationships with them. For example, children new to the setting seek out their key person for reassurance and cuddles when they are tired or hungry. Staff in the baby room, in particular, demonstrate a caring, loving and nurturing nature as they warmly interact with babies and toddlers during care routines and as they play. This promotes children's sense of security and belonging, which fosters their emotional well-being.

Children of all ages demonstrate good levels of confidence and self-esteem. Staff are good role models as they treat each other and all children with respect and patience. They provide children with consistent messages about right and wrong. Children's behaviour is good. They respond well to praise, encouragement and the clear boundaries reinforced by staff help children to learn to manage their own feelings. Younger children happily play alongside each other, for example, digging together in soil. Older, more able children are beginning to develop friendships with others, linking up to share experiences. For example, they play imaginatively in the home corner role play area. Children learn to use the toilet independently and they know they need to wash their hands after using the toilet in order to prevent the spread of infection. Children's good health and their understanding of the importance of a healthy lifestyle are promoted as they go outside for play and exploration on a daily basis. This means children benefit from fresh air and exercise and learn through the sensory experiences of playing in various weather conditions. Staff talk to children about the effects of exercise on their bodies as they stop to feel their hearts beating faster after running. Meal times are sociable occasions where the younger and older children join together with staff. Children skilfully serve themselves and enjoy tucking into their healthy, well-balanced, cooked lunch. Staff talk to children about what they are eating and ask them what they like best. This allows staff to gain an understanding of children's likes and dislikes. Dietary needs and preferences are discussed with parents and are adhered to carefully, to maintain children's good health and well-being.

Children's safety is assured through regular fire evacuation practices, which enable the children to develop an understanding of keeping themselves and others safe. Detailed risk assessments are carried out and reviewed regularly in order to ensure that children are kept safe at all times. Transitions within the nursery are effectively supported to foster children's continued sense of security. For example, close links are established with children's new key persons and frequent settling-in visits take place.

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

The manager and staff have a good understanding of their roles and responsibilities with regard to meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Through effective monitoring of the educational programmes, the manager ensures that children are provided with a wide range of challenging experiences to support their good progress towards the early learning goals. This involves the use of peer observations for staff, which are firmly embedded to improve the quality of teaching and learning. The staff team work together to continually reflect on ways to improve the quality of the provision and implement change to ensure children continue to make

consistently good progress. Clear focus and vision for improving the setting is evident through the comprehensive self-evaluation which takes into account the views of parents and carers. This was a recommendation at the previous inspection, which has now been met. The management team have realistic goals for the direction of the setting, which include building on the already good arrangements for appraisal and supervision of staff. Staff have good opportunities to pursue training and develop their professional skills. Recent training has resulted in changes to the planning process which has had a positive effect on teaching and learning.

Staff are confident of their responsibilities to safeguard children. They know the procedures to follow and fully understand who to report any concerns to. The designated safeguarding officers provide leadership in this field. All staff complete safeguarding training and the management team monitors their knowledge through questioning and discussion. High priority is given to children's safety. Staff ratios are good and staff are sufficiently deployed throughout the nursery to ensure children's needs are effectively met and supervision is vigilant. All staff hold a paediatric first-aid certificate and these are renewed, prior to expiry, through a well-established training programme. Comprehensive policies and procedures to promote children's health, safety and welfare are in place and successfully underpin the nursery's daily practice. For example, accidents and incidents are logged by staff as they occur. A robust recruitment and vetting process is in place to check and monitor staff's suitability to work with children. All staff receive induction training and a checklist monitors they have been informed of all the relevant policies and practices.

A strength of this nursery is its partnerships with parents and outside agencies. The manager and staff place high priority on working with parents and in return parents value the support and advice staff willingly offer to ensure continuity of care. Parents' comment, 'I cannot fault the nursery and staff.' 'My child has made progress in everything and I am always kept informed of what they are doing.' Staff work as part of a multi-agency team, alongside social workers, health professionals and speech therapists to support children with special educational needs and/or disabilities. They contribute to health care plans and family support plans to ensure the most vulnerable children receive high levels of support.

### **The Childcare Register**

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| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
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|   |            |
|---|------------|
| The requirements for the voluntary part of the Childcare Register are | <b>Met</b> |
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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

|                                    |                                |
|------------------------------------|--------------------------------|
| <b>Unique reference number</b>     | 309424                         |
| <b>Local authority</b>             | Lancashire                     |
| <b>Inspection number</b>           | 867869                         |
| <b>Type of provision</b>           |                                |
| <b>Registration category</b>       | Childcare - Non-Domestic       |
| <b>Age range of children</b>       | 0 - 17                         |
| <b>Total number of places</b>      | 48                             |
| <b>Number of children on roll</b>  | 62                             |
| <b>Name of provider</b>            | First Class Child Care Limited |
| <b>Date of previous inspection</b> | 14/12/2010                     |
| <b>Telephone number</b>            | 01254 301 042                  |

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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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