

Discovery Vine Childcare Centre - Longsands



Longsands CP School, Longsands Lane, Preston, Lancashire, PR2 9PS

Inspection date	25 February 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The staff team's knowledge and understanding of the learning and development requirements are good. They plan and deliver an interesting and varied range of activities to support all areas of learning. This helps motivate children to learn and make good progress.
- Key-person relationships are strong. Children new to the setting are supported well and settle quickly. They develop a strong relationship with their key person and seek them out for support and reassurance.
- Children have good opportunities to take part in daily outdoor play, promoting their sense of exploration and the good development of their physical skills.
- Partnerships with parents are effective. Parents are complimentary about the quality of care and learning their children receive. They are kept well informed about their child's care, learning and development and they contribute towards assessments.
- Children are supported well to develop a growing understanding of how to manage risks safely and tackle new challenges with confidence and self-assurance.

It is not yet outstanding because:

- Partnerships have not been fully established with other early years settings that children also attend, in order to promote a shared approach to meeting their needs.
- Staff do not always make the most of all opportunities to encourage children to improve their speaking skills.
- Children are not provided with enough opportunities to enhance their awareness of other people's cultures, differences and abilities.

What the setting needs to do to improve further

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

- strengthen the links with other early years settings that children also attend, to help promote continuity in their care, learning and development
- engage children more in conversation to help them connect their ideas and develop their vocabulary
- provide a wider range of opportunities for children to learn about people and communities beyond their immediate experience.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the setting manager.
- The inspector held a meeting with the setting manager and provider. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Jeanette Brookfield

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff know how to report concerns to help keep children safe from harm. Daily risk assessments also contribute towards making the setting safe for children. The manager has successfully implemented targeted plans to drive improvement. This makes a positive contribution to the overall quality of the setting. The experienced staff work closely as a team and are well led by the manager. They attend training events that develop their skills. Regular supervision is carried out, which helps to support the professional development of staff. Established partnerships with other agencies ensure that families receive any additional help they need.

Quality of teaching, learning and assessment is good

Staff know children well. They find out about children's starting points when they first attend the setting. Staff continue to encourage parents to share what they know about their child's learning at home. There are good systems for assessing the progress of individual children. Staff talk confidently about where children are in their learning and development. They plan and provide a stimulating range of activities to help children achieve their next steps in learning. Children enjoy opportunities that test their growing awareness about how things work. For example, they have good fun playing with electronic toys. They learn, with instructions from staff, which buttons to press so that the toys change direction and stop. Children are given plenty of opportunities to count and solve number problems throughout the day. Staff work very closely with parents and other professionals when supporting disabled children and those with special educational needs.

Personal development, behaviour and welfare are good

Children are happy and confident. They develop good relationships with each other and staff. They play well together, sharing equipment and taking turns. Children are proud of their achievements. They are encouraged to behave safely, such as walking inside. Children routinely take part in effective hygiene practices. Staff offer children nutritious snacks to supplement the healthy packed lunches children bring to the setting. Staff keep detailed records of children's individual needs. They work closely with parents to ensure that these needs are met. Purposeful partnerships are in place with the on-site school. Information about children's developmental stage and possible future needs are shared. This means that children are effectively supported as they move on to school.

Outcomes for children are good

Children are attaining a solid base in which to develop and progress. They are learning to be independent in everyday routines and in their personal care. Children learn to put their own coats on and to serve themselves at snack time. They enjoy reading books and practising their writing skills. Children who are more able have interesting and challenging activities to support their continued progress. When children are not reaching levels of development expected for their age, successful strategies are put in place to ensure that the gap is reduced. Therefore, overall all children make at least good progress.

Setting details

Unique reference number	EY479191
Local authority	Lancashire
Inspection number	982003
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	24
Number of children on roll	14
Name of provider	Discovery Vine Limited
Date of previous inspection	Not applicable
Telephone number	01772 731808

Discovery Vine Childcare Centre - Longsands was registered in 2014. It is one of seven settings run by Discovery Vine Limited. The setting employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and above, including the manager, who holds Early Years Professional status. The setting is open Monday to Friday from 9am until 3pm during term time. The out-of-school care is open from 7.45am to 9am and 3.15pm to 5.45pm during term time, and from 7.45am to 5.45pm during school holidays. The setting provides funded early education for two-, three- and four-year-old children. The nursery supports disabled children and those with special educational needs.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

