

Inspection of Discovery Vine Childcare Centre - Longsands

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

Inspection date: 1 November 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

The nursery operates from within the grounds of a primary school. Children have access to their own outdoor space, as well as being able to use the school grounds to explore the outdoors. Once a week, children experience a day learning outside with an experienced forest school leader. The indoor area is thoughtfully arranged. For example, painting easels have been positioned next to a large picture window, which allows children to observe the changing seasons as they paint. Children are happy and settled in the nursery.

Staff offer interesting activities which engage children in learning. For example, children explore Diwali through making patterns in coloured sand, observe a Diwali lamp as it is set alight and use clay to make their own Diwali light. All areas of learning are promoted well. However, at times, staff do not extend children's language or allow enough time for children to respond to questions.

Staff are good role models and promote positive behaviour well. They are quick to challenge unwanted behaviour and talk sensitively to children when they have a disagreement about sharing resources. At times, staff do not prepare children for changes during the day, such as lunch. This results in some children being a little unsettled and unsure of what to do.

What does the early years setting do well and what does it need to do better?

- All areas of weakness identified at the last inspection have been addressed. The management team has been proactive in ensuring that requirements are being met. For example, all staff have attended refresher safeguarding training and discuss safeguarding scenarios during staff meetings. The manager has reviewed the way that she works with other professionals. She has developed the way she documents the information she has shared with other professionals and is much more professionally assertive when following safeguarding procedures.
- The directors, manager and staff work closely as a team and regularly evaluate and reflect on the provision. The members of the management team are very supportive of staff well-being and do all they can to consistently support staff. For example, staff complete well-being surveys which are discussed as part of regular supervision meetings. Staff comment that they feel supported by the managers and their ideas are valued.
- Staff use a range of strategies to support learning. For example, in the construction area, staff project images of local buildings onto a large screen which children observe as they use building blocks. Children observe differences in size, pattern and shape, which ignites their imagination as they build three-dimensional models.

- Communication and language are promoted throughout the nursery. For example, children enjoy song and rhyme sessions, listen to stories with repetitive phrases and enjoy discussion with their peers. However, at times, staff repeat back to children what they have said, rather than extending their language, and ask questions without leaving enough response time.
- Staff work closely with parents to provide a consistency of care. Children are settled and have built secure attachments with their key people. Parents are involved in the processes of assessment and share items from home to support children's learning. For example, parents have recently shared family photographs, which has supported children in understanding similarities and differences and what makes them unique.
- Staff are vigilant in their care practices, which supports children's emotional well-being. For example, they help children to wash their hands after using the bathroom and give reassuring cuddles as needed. Staff are skilful in assessing children's needs and are quick to identify when children need a little more support. For example, they develop individual learning plans which help children gain new skills and confidence.
- Children are independent and enjoy helping each other. For example, they enjoy helping staff to tidy up, understand where they must put wet paintings to dry, and place their boots in the cloakroom after outdoor play. However, at times, staff do not communicate to children that an activity is ending, which can result in some children becoming a little unsettled.
- Staff work well with other professionals. For example, the manager liaises with teachers from the on-site school, shares ideas with other practitioners at network meetings and seeks support from local authority advisers. This knowledge is used to develop the provision and to further meet the needs of children.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand the procedure they must follow if they have concerns about a child's welfare. They are informed about wider safeguarding issues, such as the 'Prevent' duty and how to follow whistle-blowing procedures. The staff are vigilant surrounding children's safety and demonstrate effective safeguarding practice. On the day of the inspection, children were playing outside and the staff noticed an argument outside the nursery perimeter involving the police. Staff quickly gathered children together and took them safely inside in a calm and well-organised manner. The management team follows safer recruitment practices and ensures that all new staff provide references and complete an induction process.

What does the setting need to do to improve?

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

- provide further opportunities for children to develop their communication and language skills, in order to maximise their learning
- review the way children are notified of different times during the day so that they understand expectations and can enjoy taking part in routines.

Setting details

Unique reference number	EY479191
Local authority	Lancashire
Inspection number	10107039
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 to 12
Total number of places	54
Number of children on roll	149
Name of registered person	Discovery Vine Limited
Registered person unique reference number	RP520266
Telephone number	01772798022
Date of previous inspection	3 May 2019

Information about this early years setting

Discovery Vine Childcare Centre - Longsands registered in 2014. It is one of seven settings run by Discovery Vine Limited. The setting employs nine members of childcare staff. Of these, four hold early years professional status, three hold an appropriate early years qualification at level 3 and two members of staff are unqualified. 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.

Information about this inspection

Inspector

Elisia Lee

Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.
- The inspector spoke with children, staff, parents, the management team and directors during the inspection.
- A joint observation of an outdoor activity was completed by the manager and the inspector.
- The inspector held a meeting with the senior management team. They looked at documentation together, including processes of self-evaluation, training records and a sample of policies and procedures.
- A number of parents spoke to the inspector during the inspection. In addition, the inspector looked at written comments to take account of parents' views.

We carried out this inspection 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.

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