

Little Stars at The Beeches Child & Family Centre

Inspection report for early years provision

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Inspector	Wendy Fitton
Setting address	Rimington Avenue, Accrington, Lancashire, BB5 0NP
Telephone number	01254 399488
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Little Stars at The Beeches Child and Family Centre opened in 2006. The nursery operates from the ground floor of a Sure Start building in Accrington in Lancashire. It is operated by Sure Start Hyndburn Board of Trustees.

The nursery is registered on the Early Years Register as well as the compulsory and voluntary parts of the Childcare Register for a maximum of 26 children, of whom 26 may be in the early years age group. There are currently 22 children on roll. The nursery offers places to children in receipt of funding for nursery education. The nursery is open each weekday, from 8am to 6pm, for 51 weeks of the year.

Children have access to two designated base rooms for the varying ages and stages of development. There is direct access to toilets and outdoor areas. There are staff facilities, a kitchen and various offices and meeting areas. There are four staff working directly with the children and they all have early years qualifications in child care and education.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely well cared for in a highly stimulating child and family orientated environment. The welcoming environment is fully inclusive and reflects the children's backgrounds, communities and family lifestyles. Exceptional organisation of the educational programmes, which reflect rich, varied and imaginative experiences, meet the needs of the children exceedingly well. There are excellent partnerships established with both parents and carers, with exceptional links to other providers, professionals and agencies, to meet children's welfare and development needs. The system for evaluating the quality of the provision is effective. Challenging plans are in place to further develop the services in order to meet the needs of various community families and further promote the outcomes for children in accessing nursery provision.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to develop the services in order to meet the needs of families and further promote the outcomes for children.

The effectiveness of leadership and management of the early years provision

Children are protected and safeguarded through the exemplary policies and procedures that are in place to ensure those working with children are safe to do so. The nursery's safeguarding policies are effectively implemented, and staff know their role and duty in keeping children safe from harm. Policies and procedures for the safe and efficient management of the provision are implemented and reviewed in line with any new initiatives and legislation. Staff are suitably vetted and cleared to work with children. They are experienced and qualified in aspects of learning and welfare of young children. All children show a strong sense of security and feel safe within the setting. There are comprehensive risk assessments and detailed health and safety practices. The quality and provision of safe and suitable furniture, equipment and toys is excellent. There is active involvement from all staff and management in team meetings to discuss and share their ideas, and to continue working towards the strategic plan for the organisation. Partnerships with other professionals and agencies are excellent and there are effective links with the early years teacher team, family support, outreach workers, child protection agencies and educational psychologists to fully support the needs of the families on roll.

The nursery continues to drive improvement, and the values of the nursery and the organisation are well-published. The deployment of resources is good. Staff use resources and equipment creatively and imaginatively. They consider the layout of their rooms according to how children access and use the equipment. They are positive in making changes and taking things forward in relation to key worker responsibilities, daily routines and the support from the nursery teacher. Children are grouped according to their ages and stages of development in separate base areas with access to high-quality furniture and equipment. All staff have designated areas of responsibility and are deployed effectively, with good team working evident. The storage and accessibility of toys and equipment is effective and enables the children to plan and organise their games, activities and use of toys. The nursery has responded positively to the previous recommendations from the last inspection. They are now working fully to promote children's learning and development requirements and have updated the complaints information.

Partnerships with parents are exemplary. Staff communicate with parents on a daily basis to share important information about their children's routines and development. Younger children have a daily sheet to inform parents of the daily care practices and activities. Parents are welcomed into the nursery and warmly greeted. They have access to a wealth of information about the organisation, through notice boards, photographs and access to the setting's policies and procedures. Parents are involved in children's learning journeys and liaise with key workers to discuss children's learning and development. Parents comment very positively about the service they are provided with. They state that staff are caring and keep them informed, that any issues are discussed with parents, that there are lots of choices and freedom to choose for their children, and that staff are fantastic and supportive.

Children feel a very strong sense of belonging as they play in the exciting and stimulating environment. All children have full access to the range of facilities and resources throughout the day. The building is very accessible to all, with accessible facilities. A very inclusive environment is evident that caters to all needs of the families on roll. Children with any identified additional needs are fully supported, with individual care plans and assessment meetings in place with all parents, agencies and professionals involved. Important information is shared with staff regarding children's medical needs, family lifestyles, cultural needs and their interests. The policies and procedures are inclusive and staff respond to the varying community languages when using labels and displaying pictures and posters. Children learn about diversity and differences and learn to respect and value each other.

The quality and standards of the early years provision and outcomes for children

Staff have excellent knowledge of the learning and development requirements. They really value and support children's learning through exceptionally well-planned activities and experiences. The planning of the learning environment is linked to the six areas of learning, with free access to continuous provision throughout the day. Staff respond effectively to the information provided by parents and plan for individual learning needs and interests. Each child is assigned a key person to be responsible for their development, routine care practices and liaison with parents. Every child has an individual profile with 'all about me' information gathered from parents. The planning starts with the child as they begin to display their own interests and lead their play. Children's interests go on a medium-term plan and then weekly plans of activities target individual children. Staff record any significant comments and carry out detailed observations. Staff evaluate the observations and link to the development matters of the foundation stage and identify future learning needs.

Children are confident and familiar with the routines and rhythms of the sessions. They are interested and motivated to play, learn and develop good social skills during lunch times, circle time and general discussions. They share their news and talk about things that are important to them. Staff praise, support and encourage children and so they have very positive self-esteem. Children have excellent relationships with their key person and peers. Children talk about numbers in everyday situations, for example, when counting the numbers of children in the line and the wheeled toys they need. They talk about size and capacity during the play dough activity when they make a long and short snake. They recite some numbers in sequence during their play and enjoy emptying and filling containers with sand and water. Children show interest in shapes when using the rollers and cutters in the play dough, and use everyday words to describe position. Children mark make throughout their play. The environment is language enriched with clear labels on all furniture, objects, storage containers and displays. Children are encouraged to recognise letters and words in the environment and see their own writing and drawings displayed. They enjoy reading books, listening to stories and talking about their own experiences and interests. Children talk about things that

are important to them, such as family and special events. They use one-handed tools and equipment when they cut with scissors, use pencils and use paintbrushes. Children develop their physical skills as they move spontaneously and safely around their environment. They develop their hand and eye coordination with construction activities, jigsaws and mark making activities. Children learn about cultures and diversity as they see lots of pictures, posters and photographs of different people, lifestyles and abilities. They celebrate festivals and calendar events and recognise special occasions. Children talk about what they can see and show curiosity in the outdoor environment. They are interested in pushing and pulling things. They find out how things work and construct structures with blocks and bricks. Children can operate simple equipment and show interest in buttons, flaps and mechanisms on telephones, computers, and calculators. They respond to what they see, hear, smell and touch, through different textures, with sand, water and play dough. They talk about what they are doing, and they enjoy music, singing and listening to stories. They develop their creative skills through painting, construction toys and collaging with different textures and materials. They engage in role-play based on their own first-hand experiences within the home corner and bring out their own feelings and self-expression.

Staff are fully committed to excellent quality care, which actively promotes the children's knowledge and understanding of safety and healthy lifestyles. This develops their skills for the future, which enables them to make a positive contribution. Staff work extremely well with all children in all the age groups. They talk to children, supporting and encouraging them to ask questions. Staff are very positive and use lots of positive nurturing language. The children feel safe and secure. Children feel safe in the setting and understand issues relating to safety. They are fully aware of dangers and risks as staff talk to them all the time, reminding them of what is a safe practice. They are well-supervised with good staff ratios. Children know and understand how to lead a healthy lifestyle. They spend a lot of time in the outdoor area in the fresh air. There is an excellent balance of healthy, nutritious meals and snacks which adhere to any individual dietary needs and allergies. Meal times are well-planned and staff sit with their key children and eat too, talking to children about what foods are good for you. Children make a positive contribution and enjoy their learning. They learn about expected behaviour as they are well-mannered. They are taught to share and respect each other's differences, and are encouraged to play cooperatively and socially. They know about rules and boundaries and keeping safe. All communications are positive, calm and nurturing, and staff speak to children at their level and according to their understanding.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met