

Little Achievers @ Ribbleton Children's Centre

Inspection report for early years provision

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Inspector Mary Wignall

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Type of setting Childcare on non-domestic premises

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Description of the setting

Little Achievers @ Ribbleton Children's Centre is an independently operated children's nursery. It is located within new, purpose built premises in Preston, Lancashire, serving the local and wider community. The nursery is registered to provide places for up to 59 children aged from birth to eight years. The setting shares the premises with other childcare focused activities and community training provided by Sure Start. The nursery is open 51 weeks a year between 07.30 to 18.00, Monday to Friday.

Children are cared for in the nursery area within the centre. There are two designated play areas for children aged from birth to three years and another for children aged from three to five years. There is an enclosed outdoor play garden on the premises with fixed equipment and soft play surfaces installed.

There are currently 259 children aged in the Early Years Foundation Stage age range on roll. The provision is also registered on the compulsory part of the Childcare Register. The setting currently supports children who have English as an additional language.

There is a staff team of 17 including an early years teacher seconded from the children's centre. Six nursery staff have a relevant Level 3 qualification, two have a Level 2. Three are staff working towards a relevant Level 2 qualification, two are working towards a Level 3. One staff member holds the Early Years Professional Status qualification.

The registered provider is a member of the National Day Nurseries Association, and support, training and advice is obtained from the local authority, Sure Start teacher and development teams.

The setting has achieved Investors in People and has started the Step into Quality scheme.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children have fun actively exploring the broad range of learning opportunities due to effective planning and organisation. They make good progress in their learning as staff implement established routines to meet children's individual learning and welfare needs.

Effective self-evaluation involves staff and other close partners, such as the provision's owners and the children centre's managers. Company recognition of staff achievements and a strong commitment to professional development mean staff are highly motivated. Well targeted plans either taken or planned leads to significant improvements. Children learn about other languages in planned activities.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- support children's transitions within the setting
- display lists of words from different home languages and invite other adults to contribute.

The leadership and management of the early years provision

Robust monitoring of outcomes in partnership with the owners, children's centre managers and parents means staff stay focused on children's welfare and learning. Improvements have increased children's health and safety and new procedures to observe and record children's progress result in staff knowing the children well.

Staff work well as a team. Additional lunch time staff and exceeded staff to child ratios means children are able to make good use of all the space with continuous play both indoors and out. Contingency arrangements for unexpected staff absences are good calling on local nurseries within the company. Robust arrangements to check and maintain relevant staff checks ensures staff are suitable. Regular monitoring of staff training needs results in a high number of staff with current first aid and safeguarding training to effectively promote children's welfare. A nominated health and safety officer and an effective risk assessment help keep children safe whilst enjoying challenging activities, such as enjoying the slope in the garden and riding bikes and other wheeled toys. Changes in the organisation of the rooms have improved staff and children's enjoyment and use of the space available.

Various strategies keep parents well informed of the provision and their children's progress. Dedicated notice boards and daily exchanges of information develop good relationships.

The quality and standards of the early years provision

Staff have a good knowledge of the Early Years Foundation Stage due to ongoing training and links with teaching support from the child centre and the local authority. A range of observations on children's progress means staff develop a good knowledge of the children. Staff confidently balance adult and child initiated activities in a well planned environment designed with good quality low level storage and furniture providing an inclusive and vibrant environment. Changes in the outdoor space means younger children safely enjoy active and quieter activities in the fresh air. For instance, some cuddle staff sitting on cushions reading and looking at books together with great interest. Others bathe dolls of different genders and skin tones as they learn about personal needs and diversity.

Older children are very active and confidently make decisions in their play. They

move toys about to different areas exploring what they can do. For instance, after helping themselves to a drink they take the cup to a mark making area and after playing with the chunky crayons fill the cup up and take it back to the drink table much to fascination of other children.

Children see displays of their work reinforcing their learning and developing self-esteem. For instance, they see their pictures on the phoneme of the week board. In linking sounds to letters staff take great care to pronounce the sounds correctly. Staff have high and realistic expectations of the children. For instance, when unable to think of a word beginning with the correct sound the staff show pictures. Seeing the pictures they correctly link the sound. They show pride as they are praised. Children learn about numbers and calculations in everyday activities. Numbers of children in different areas are limited to enhance their safe enjoyment. Most children know and understand this though newer members to the room are still getting used to it. When explanations from the children fail they go to the staff telling them 'there is three in the tent'. They count in their play or in planned activities with staff in songs and games. In playing in the sand with a wide range of tools a child proudly shows how they have made a spoon shape by pressing the wooden spoon into the sand. Others negotiate what colour bucket to have and offer advice about more or less sand as they play well together making patterns. They chat freely in their play and have opportunities to use a range of mark making equipment to encourage their emergent writing skills. Staff in partnership with parents support children with English as and additional language though they do not see written examples of their language to help value and develop their developing language skills.

Children easily find exciting activities of interest to them. The laptop and computer are favourites with children. Generally able to negotiate their own dispute or call in the help of staff if not. Staff supervise sensitively to make sure all get a fair turn. The laughter and giggles shows how much they enjoy the games as they move the mouse and identify different shapes or characters on the screen. Children make good connections in the play. Looking at an atlas and good quality artefacts learning about different cultures and languages the children recognise Madagascar. The staff extends their conversation. They talk about the film and what they know of the country and shows where it is on the atlas and how close it is to other countries they have looked at. The children listen and participate well in the activity.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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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