

Young Persons Centre

Inspection report for early years provision

Unique reference number EY336931
Inspection date 30/03/2011
Inspector Frank William Kelly

Setting address Westfield Community School, Montrose Avenue, Wigan,
WN5 9XN
Telephone number 01942 776 015
Email youngpersonscentre@yahoo.co.uk
Type of setting Childcare on non-domestic premises

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 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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

The Young Persons Centre at Westfield Community School was registered in July 2006. It operates from four rooms within the Children's Centre and school premises which is situated in the Norley Hall area of Wigan. There is a fully enclosed outdoor play area. The service is open each week day, from 7.30am to 6pm, 51 weeks of the year. It operates a flexible service for children from nought to 11.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 104 children under eight years at any one time, of whom, no more than 74 may be in the early years age range. The setting currently has 168 children on roll, of whom 106 are in the early years age range. The setting is also registered to offer care to children aged over eight to 11 years and is registered by Ofsted on the voluntary part of the Childcare Register. At present the setting has 62 children on roll in this age range.

The setting employs 31 staff to work with the children, all of whom hold recognised early years qualifications. Two members of staff hold Early years Professional Status and BA Honours Degrees in early years leadership. Four staff are working towards additional qualifications including Early Years Foundation degrees. The setting receives support from the school and children's centre staff including the qualified teacher advisors. The setting provides funded places for the provision of early education for some of the two, three and four year olds'.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The exceptionally good organisation and management of this provision has ensured that this is a welcoming and stimulating place for children to be. A key element to its quality and success is the highly effective close working and partnership with the school and children's centre. The enthusiasm of management is reflected in the highly committed and motivated staff team who share a clear vision for the nursery. Policies and procedures are effective and clearly understood by all. The many excellent partnerships between the staff, parents and other agencies ensure that children's individual uniqueness is superbly recognised and individual needs are met. Consequently, the quality of information shared, forms a highly effective basis for the planning of each child's care and learning; accurately acknowledging their individual starting points and capabilities. A collaborative approach towards self-evaluation means clear and achievable plans are in place and the continuous improvement strived for is successfully achieved in practise.

What steps need to be taken to improve provision further?

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

- further developing the activities that reflect the cultural and linguistic diversity of the children attending; so as to help children to know about their own cultures and beliefs and those of other people. Consider how the suggestions within the Practice Guidance for the Early Years Foundation Stage, could be applied to further engage parents within this.

The effectiveness of leadership and management of the early years provision

The management and staff place a high priority on safeguarding children. As a result, staff are extremely confident with the procedures to follow should they have concerns about a child. This is further complemented by the rigorous recruitment and selection processes, which include ensuring full vetting procedures, have been completed, before allowing adults to care for the children. Induction is effective; with a staff development and training programme that is aimed at ensuring staff fully understand all aspects of their role. Staff implement the policies and procedures which promote the children's health with efficiency and consistency of approach. Risk assessment is regularly reviewed and equipment and the premises are very well maintained.

The setting has an ambitious vision and strives for improvement; to provide high quality care and learning. It has well thought out strategies to ensure that children's best interests are being met. For example, there is a key person buddy system to ensure that children are always cared for by adults fully up-to-date with their current needs and preferences. The lead appointed Special Educational Needs Coordinator, (Senco), does not have any other roles. Thus she is able to remain solely focussed on her responsibilities. It is recognised that this aspect of the service works exceptionally well and actively contributes to improving the outcomes for those children that require additional support. In addition, the setting ensures that staff meet regularly and also have regular non-contact time with the children so that they can focus on their planning and assessment for the children's learning.

Staff development is seen as a priority; the management facilitates continuous professional development for all staff and ensures that staff undertake appropriate training to allow them to implement government strategies. The provision and outcomes for children are closely monitored through regular and robust self-evaluation and reflective practice. Close partnership working with the other integrated services of the school and children's centre, along with the local authority early years team, and seeking the views of parents and children are used to assess and plan improvement.

The staff team are well organised and deployed efficiently throughout the setting, working extremely well as a team. Children benefit from high adult support, thus enjoying lots of adult interaction. The premises are well suited to their purpose and staff have created a vibrant, yet relaxing environment that is extremely conducive to children's learning and sense of well-being. A wealth of good quality toys, easily accessible and attractively presented provides children with the confidence to

explore and make personal choices and requests. Excellent visual images through books, pictures, posters and other equipment, positively promotes diversity. The setting acknowledges the differing cultures of the families attending by ensuring that there are signs, symbols and scripts in differing languages. Celebrations, such as, Chinese New Year and Christmas are equally acknowledged. However, the staff have not fully considered how they can engage parents to share their experiences and customs from their own countries. Thus, providing further opportunities for children to talk about and gain a greater understanding of their own cultures and beliefs, and those of other people.

The partnership with other agencies is superb. The setting takes advantage of its shared premises and the Senco draws other agencies and professionals in to support children's specific needs. It actively implements National Strategies, such as, 'I CAN' and 'Every Child's a Talker', to maximise the quality of services and provision for the children. Engagement of parents is very good in practice. Staff are polite and welcoming with parents; encouraging the informal sharing of information on a daily basis. Media messaging is used as a simple way of keeping non intrusive contact with parents that staff have less regular contact with. Information about the setting, the learning programme and general updates are promoted through a range of formats, including meetings, newsletters, displays and information pamphlets. The views of parents are regularly sought through questionnaires. Parents that took the time to share their views with Ofsted praised the care provided and professionalism of the staff.

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

This is a lovely place for children to be where schedules and routines flow with the individual child's needs. Babies and toddlers demonstrate a strong sense of security and a feeling of being safe in the setting. They interact with adults, enjoying close physical contact and displaying animated interactions, where they squeal, babble and chatter. Older children are given opportunities to participate in an excellent range of unusual activities, such as, scaling the school climbing wall. During which they learn to take risks in a safe and controlled manner. They are learning about the use of safety equipment, following instruction and working as a team. The fabulous support during such activities by calm and encouraging adults, mean that the children are able to trust those supporting them so as overcome fears and apprehension. After initial low level practices and familiarisation, they are soon climbing to the ceiling; proudly ringing the bell as part of their celebration of achievement. This type of activity is helping children build confidence and self-esteem. It is one of many ways that the staff support children to develop an 'I can do' attitude, which enables children to become inquisitive and capable learners.

The staff have high expectations for the children; they plan very well to ensure that children's learning experiences are fun and linked to the children's capabilities and interest. For example, introducing mark making and role play linked to super hero play. A priority within the setting is helping children to develop their social and personal independence. Gentle, polite and sensitive interactions from staff provide children with positive visual role models, within which to mirror. Reasoning

and explanation help children understand appropriate behaviour and the impact that their actions may have on others. For example, they are gently reminded that it is not safe to walk around eating or to leave dropped tangerine peel on the floor. Staff talk with the children about hand washing and germs before they visit the snack table. Healthy eating strategies have been implemented and links created with other organisations mean that the children are due to embark on a growing project at a nearby allotment.

The setting recognises that each child is different and places a concentrated emphasis on developing children's communication skills. Older children are provided with a language rich role play areas linked to a 'Goldilocks' theme. Staff imaginatively foster children's early citizenship by introducing discussion about what they should include in a letter to Goldilocks, outlining what they considered unkind and why. Adult led 'island time' allows younger children to enjoy exploring language, rhythms and counting as they sing 'five little ducks' made exciting through the visuals of finger puppets. The very enabling environment is attractively presented throughout, with lots of natural materials and textures, organised invitingly and easily accessible to the differing aged children. Young children use all their senses to explore the wooden rings, fabrics and household metal objects.

Key persons ensure that children's learning is placed centrally to their experiences in the setting. They use a wide range of observation and assessment to ensure that the experiences are tailored to each child's individual need. Detailed information is sought before children start and acts as a basis on which staff and management ensure that all required resources are available to support the children and help them feel settled. Children's records of their development and monitoring systems to ensure that the children are enjoying a full activity programme that spans all aspects of each area of learning are in place. It is also regularly monitored by senior nursery and school foundation stage staff. Small group activities and adult-led activities further complement the children's pleasure and learning. For example, a bug sorting game provides additional challenge and interest as children have unusual tools with which to pick the pretend bugs up.

The daily routine provides children with regular opportunities to play indoors and outside. During these times children enjoy the freedom to run around, climb and slide. Toddlers explore the puddles and run after the ball. There are many toys which are representative of modern day technology, such as, tills and telephones. Children get to use real digital cameras as they take pictures of their friends on the climbing wall and they delight in using the interactive whiteboard. Younger toddlers become very animated as they operate the friction cars, releasing them at speed across the table towards adults. Children enjoy a wide range of tactile and creative resources and media. They count regularly; explore the pop-up toys and books. They paint, 'mark-make' with a range of resources and enjoy role and 'small-world' play. This rich and varied environment allows children to explore in both quiet and exuberant ways. Consequently children are making excellent progress given their individual starting points. This vibrant nurturing environment is helping them gain positive and enthusiastic dispositions towards problem solving and learning. Thus, they are developing the skills that will help them for the future.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

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	2
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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