

# Little Harwood Children's Centre

Robinson Street, Blackburn, BB1 5PE

<b>Inspection date</b>	26/09/2012
Previous inspection date	27/06/2007

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- The environment is exciting, stimulating and rich in resources to promote a range of activities that support children's development across all areas. As a result, children show an enthusiasm for learning.
- The educational programmes have depth and breadth across all areas of learning. The diverse bi-lingual skills of the staff team, engagement with other agencies and good use of care and daily routines means that children are safe and secure.
- The determination and drive of the management team has been successful in improving practice and in improving children's achievement. Roles are understood and all aspects of the provision are monitored and reflected upon.

### It is not yet outstanding because

- Children cannot use ICT, such as a camera, independently to extend their learning, explore how it works and use it as a way of recording their achievements.
- The arrangements for involving parents fully in contributing to their child's learning journey record and assessments is less secure.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the three main playrooms, the outside learning environment, viewed resources and activities taking place on the day of the inspection.
- The inspector held meetings with the nursery management team, the geographical manager, key persons and had discussions with members of staff. Planning and assessment details were viewed.
- Documentation regarding the welfare and safeguarding requirements were observed.
- The inspector also spoke with several parents and took account of their views with regard to the provision for their children.
- As part of the planning process, the inspector viewed the setting information and related information pertaining to the setting.

## Inspector

Janet Singleton

## Full Report

### Information about the setting

Little Harwood Children's Centre was registered in 2007. It is situated in purpose built premises in the Little Harwood area of Blackburn with Darwen, Lancashire and is managed by Blackburn with Darwen Local Authority. The nursery serves the local area and is accessible to all children.

The provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. Day care is provided within a designated nursery consisting of age-related base rooms for the children aged from birth to two years, two to three years and three to four years. There is a sensory room and a quiet room, with a central area used for small group work. Each base room of the setting has its own designated outdoor play area. A separate creche facility is also provided.

The nursery employs 19 members of childcare staff. All staff hold appropriate early years qualifications from level 2 upwards. There are two members of staff with Qualified Teacher Status, two whom hold a BA (Honours) degree, two who also have Early Years Professional Status, 13 with a level 3 and one member of staff with a level 2 qualification. The nursery receives support from the geographical and operational managers.

### What the setting needs to do to improve further

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

- develop further the systems for sharing information with parents by strengthening the contribution they make to their child's assessment of their learning and development
- develop how practitioners support children in the organisation of the information and communication technology equipment, so that children have independent access to the full range of the equipment available. In this instance, the digital cameras, so they can explore the ways they operate and can be used safely and as a way of recording their achievements.

### Inspection judgements

**How well the early years provision meets the needs of the range of children who attend**

Children clearly enjoy their learning and the majority progress well in the nursery's stimulating and exciting indoor and outdoor environment. Practitioners have created a calm and enabling environment in which young children thrive. They are supported in their learning by practitioners, who know them well and plan for their individual needs. For example, practitioners work on identified needs, such as physical development to promote younger children's large motor skills. The educational programmes provide a wide range of activities to support all areas of learning. Through comprehensive observation and assessment of children's learning, activities are planned to meet their individual needs. This means that children are making good progress considering their starting points, some of which are below what would normally be expected for their age. This demonstrates how the setting is closing the achievement gap for most children in this setting. Good monitoring of the educational programmes and of the individual planning for children ensures that the seven areas of learning, with particular emphasis on the prime areas, are covered, both within the activities and for each child depending upon their identified need.

There are good opportunities for children to investigate and explore as they are able to move freely in their surroundings. Babies explore the treasure baskets and enjoy playing in the sand as they feel the texture on their hands and observe the patterns made by the practitioners. They become active, independent learners because they are given opportunities to climb on large apparatus or run when playing outdoors. Many of the older children demonstrate good levels of independence as they self-select resources and decide what they want to do. This links to their good behaviour and the praise and encouragement from the practitioners. Through the effective 'Letters and Sounds' programme, children are developing the necessary skills for good language and communication. They are confident in their use of language and readily ask questions or use language to organise their thoughts and play. The beneficial educational programme and practitioners sensitive intervention supports children's future learning. Planned activities, such as the 'exploring feelings' story and good use of prompts encourage children to listen, to wait for their turn in conversation and to use language to express themselves. A range of information and communication technology is in place, however, some items, such as the digital camera is not made accessible to the children to independently select. Staff have not considered how children can use these items to support their learning and record their own achievements.

Children who have special educational needs and/or disabilities or who speak English as an additional language are exceptionally well supported. Comprehensive inter-agency working and strong links with the health service means that children's needs are identified early. This allows for a targeted inclusive approach to support them in their learning and development. Good use of bi-lingual staff ensures that the children's own language is valued and recognised in everyday activities and their skills in speaking the English language is developing. Makaton is used throughout the day and children readily sign as they communicate with each other.

A secure key-person system is in place, which links closely with parents on children's development, routines and necessary interventions, such as the need for external support. However, the seeking of the parents contribution to their child's learning is not as sufficiently robust. Practitioners do not routinely obtain parents comments and input to

share learning from home.

### **The contribution of the early years provision to the well-being of children**

Children are well settled and form secure relationships with their key person, prompting their emotional security. They are happy and enjoy their time as they have fun in an environment where their self-esteem and confidence is promoted by warm and caring practitioners. All children show a strong sense of belonging in the setting as they move freely and readily to get their coats to go outdoors. A highly consistent approach by practitioners to the managing of their behaviour means that children respond well to instructions. They recognise the 'music' used to signal tidy up time, snack time or lunch time and this allows for children to finish their task. At lunch time, the older children self-serve and an emphasis is placed on healthy eating and portion control. Through the Healthy Eating in Nursery for Really Young children (HENRY) programme, meals are balanced and nutritious for all children. Individual dietary requirements are adhered to and close partnership with parents means that there are robust procedures in place for implementing these. Meal times are a social occasion where children engage in discussion about their play or any subject that holds their current interest.

There are numerous opportunities for children to make good decisions, becoming independent, active learners and developing their self-help skills. During the inspection the children have their photograph taken with some being a little unsure. Practitioners support them, giving time for them to process what is happening. They sit with them and engage them in the discussions as they help them to take their socks and shoes off. Practitioners explain what will happen and address the children's insecurities, resulting in them being pleased and excited at having their picture taken. Some children embrace this experience and develop it into their play. They 'take photographs' and ensure that all children and practitioners are smiling as they imitate the role of the photographer. Children's input is valued as they readily talk about what they are doing, ask questions and have fun as they develop positive attitudes to their learning.

Babies are secure and settle well as they seek the comfort and reassurance of the practitioners when strangers enter the room. They soon settle and move away back to their play as they soon feel at ease. Their strong exploratory and curiosity skills are promoted and encouraged through the use of treasure baskets, natural materials and access to the outdoors. Care routines are detailed and made in consultation with the key person and parents to provide consistency.

### **The effectiveness of the leadership and management of the early years provision**

The strong management team lead with a clear vision for improving practice, ensuring that all children reach their full potential and are able to engage in all activities provided. Through reflecting on practice, reviewing documentation for the welfare and the learning and development requirements ensures that the good quality of the provision is monitored and managers are very clear of their responsibilities to meet the requirements of the Early

Years Foundation Stage. The key staff, managers and practitioners are fully aware of their responsibilities and are committed to safeguarding children. Robust systems for the recruitment, vetting and on-going suitability of staff are firmly embedded. This ensures that children are protected and well cared for. Staff are fully aware and confident of the procedure to follow should they have a concern regarding a child. Robust partnerships with other agencies, means that children are supported at the earliest opportunity to close gaps in their learning. These include, for example, children's integrated services and the health services. Parents are consulted with partnerships being actively encouraged as they are invited into the setting. They are kept informed of their child's progress through the sharing of information regarding the learning programmes. They are able to view their child's learning record and to mostly contribute to their assessment.

The educational programmes are monitored. Thorough supervision, appraisal and regular team meetings to review children's progress and planning, allows practitioners to contribute to the development of the provision and improve their own skills. The qualified teacher and the Early Years Professional take responsibility for overseeing the educational programme and ensuring the effective implementation. Practitioners are guided in their practice to achieve the high aspirations of the management team. This is done through informally monitoring performance using observation and acting as highly effective role models. The self-evaluation is robust with clear targets set for improvement. It incorporates the views of children and parents and demonstrates the commitment of the team to improve staff skills and continually better the service provided.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.

Grade 4 Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

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.

## Setting details

<b>Unique reference number</b>	EY336018
<b>Local authority</b>	Blackburn
<b>Inspection number</b>	641046
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	100
<b>Number of children on roll</b>	117
<b>Name of provider</b>	Blackburn with Darwen Borough Council
<b>Date of previous inspection</b>	27/06/2007
<b>Telephone number</b>	01254 506910

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## **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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