

Linthwaite Clough Community Childcare Group

Cedar Block, Chapel Hill, LINTHWAITE, Huddersfield, HD7 5NJ

Inspection date	15/01/2014
Previous inspection date	09/05/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Young children develop good attachments with their key person and they seek them out for comfort and reassurance when necessary. This results in children being happy, confident and sociable in the setting.
- The organisation of the setting allows children to self-select resources to effectively support their independent choices in play.
- Practitioners help to keep children protected from harm because they have a good knowledge of procedures to follow should they be concerned about a child.

It is not yet good because

- Practitioners occasionally take children's 'special books' home to update; this practice does not effectively ensure confidentiality is maintained.
- Partnerships with parents and other providers do not always effectively promote information-sharing relating to children's progress in learning and development to ensure it can be consolidated and extended effectively.
- There is inconsistency in how practitioners question children to develop their thinking skills and group time does not meet the needs of all children.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 and care practices within the setting and the outside area. She also conducted a joint observation with the manager.
- The inspector spoke with practitioners and held a meeting with the manager.
- The inspector looked at planning and assessment records and children's 'special books'. She also looked at a range of documentation to support the setting.
- The inspector took account of the views of parents and carers spoken to during the inspection.

Inspector

Christine Walker

Full report

Information about the setting

Linthwaite Clough Community Childcare Group is one of many childcare provisions managed by the Pre-School Learning Alliance. It was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a purpose-built building in the grounds of Linthwaite Clough Infant and Junior School. The setting is situated in the Linthwaite area of Huddersfield, West Yorkshire and is accessible to all children. There is a secure outdoor play area. The nursery employs 13 members of staff, who work directly with the children. Of these, 10 hold a qualification at level 3 in early years and three hold a qualification at level 2 in early years and are currently working towards a level 3 qualification. The manager is supernumerary and is qualified to level 3.

The sessional care operates Monday to Friday, from 8.45am to 11.45am and from 12.45pm to 3.45pm, during term time. A lunch club is also run for children who attend both sessions each day and for children who attend the adjacent school nursery. The setting also offers out-of-school care, which is open from 8am to 8.45am and from 3.45pm, to 5pm during term time and a holiday club, which is open from 8am to 5pm during the school holidays. The setting serves the local and surrounding areas and children attend for a variety of sessions. There are 110 children currently on roll and 75 children are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure children's records are handled in a way that maintains confidentiality at all times
- develop an ongoing dialogue to share observations on learning with parents, and other professionals where children attend more than one setting, and use this shared knowledge and understanding to effectively consolidate and extend children's learning.

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

- develop practitioners' skills in using open-ended questions to extend children's thinking, speaking and learning, and ensure children are given sufficient time to answer questions
- shape group times to ensure they are highly effective in meeting the needs of all children, for example, by dividing the children into smaller groups so that activities are consistently and precisely matched to their needs.

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

All children are making expected progress in their learning and development because practitioners have recently developed a clear planning system, which takes into account children's interests and next steps in learning. Practitioners provide a good range of interesting activities covering all areas of learning. Children self-select resources from the continual play provision and are supported to make choices in their play. Practitioners conduct assessments and observations of their key children; this means they are able to support children's ongoing learning and development. Key persons know their key children well. Practitioners gather information about children from parents when the child starts at the setting. As a result, generally children feel safe, secure and confident. Practitioners welcome children and their parents when they arrive and most children quickly settle into an activity of their choice. The progress check at age two includes parents' input and informs them about their child's development in the three prime areas of learning. It is used to identify any gaps in learning at an early stage, so that swift action can be taken. All children have a 'special book', which is the 'story of my learning'; this contains all the observations and assessments as well as photographs and drawings.

Practitioners set out resources in interesting ways that promote children's curiosity and their desire to explore and investigate. For example, children play with cooked noodles,

discovering their texture and colour and other children reenact experiences from home as they make a slide into the water tray for the play people. Children enjoy all forms of creative work, such as painting, model making and playing with play dough. Children build towers from bricks and are encouraged to count them, developing their mathematical skills. Children initiate play with drums going 'boom, boom' and this develops into a lovely impromptu activity. The practitioners engage the children in conversations, introducing new words through their play and activities. Most practitioners use open-ended questions, mainly giving the children time to respond and describe their experiences. However, on occasions opportunities to extend children's thinking skills are missed, as some practitioners use closed questions which require a 'yes' or 'no' answer, do not engage children fully in conversation, or answer the question before the child has had time to think. This means that some opportunities to further develop children's language and communication, thinking and reasoning skills are missed.

Children are learning to listen and follow simple rules. This is because practitioners give straightforward instructions. For example, children play with programmable toys and together work out the route, counting the spaces to the park, they know to take turns and cooperate with others. Children take part in whole group times, sitting for short periods of time to engage in a story and singing session. However, the groups are too large and individual children's needs are not always consistently well met as younger children disrupt the session spoiling the enjoyment of the story for the older more able children. Group singing is more effective in engaging the children's interests. Many children do however, enjoy listening to stories on a one-to-one basis, or with a friend, throughout the day. This helps to develop their communication and language skills. These skills are the basis of what children require in order to be ready to move on to nursery and school. The setting works suitably with parents to involve them in their child's learning which enables them to support children to make progress. However, key people sometimes miss opportunities to suggest activities or experiences for parents so they can further promote children's learning at home. Systems are in place for sharing information where children attend more than one setting. This ensures important information relating to children's care is effectively passed on to parents and between the settings. However, information sharing relating to children's learning and development is not yet fully effective particularly where early years children attend both provisions. As a result, continuity of learning is not fully supported. Parents comment on the positive improvements made in recent months and how they are made to feel welcome in the setting.

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

Overall children are happy, confident and obviously enjoy their time at the setting. Practitioners set good examples to children and encourage them to be helpful, kind and polite. Therefore, children behave generally well and become increasingly confident in communicating their needs. Children are gently encouraged to share with their friends. The key person system is effective and the team is beginning to work well together. Practitioners have friendly and caring dispositions, which help children to form secure attachments. Deployment of practitioners is sound, which means that children settle quickly and feel safe and secure. For example, new children seek out their key person for support and comfort when necessary. Their self-care skills are developing appropriately,

for example, as they independently access the toilets and mostly wash their hands without being reminded. Realistic rules and boundaries are in place, supported by practitioners, to enable children to know and learn what is expected of them. For example, children know to pull their sleeves up and put an apron on before they play in the water. A 'wow' board celebrates their achievements and promotes their self-esteem.

Children learn what foods are good for them through the provision of healthy snacks. Their independence is fostered at snack time as they fetch their own plate and cup, choose and pour their own drink and serve themselves fruit from the selection provided. Children's welfare is promoted as practitioners have a suitable understanding of relevant policies and procedures, such as the action to be taken regarding a sick child and the administration of medication. This helps to reduce the risk of cross-infection and safeguards children's health appropriately. For example, practitioners wear protective aprons and gloves when changing nappies. The outdoor play areas are used well and playing outside is incorporated into children's daily activities. Children have choice and extended access to the veranda where a good range of activities are available. They enjoy dancing and exercising to music. This helps children enhance their large muscle skills and enjoy time outside in the fresh air while exercising. Children also have access to a nature trail where they learn about living things as they go on 'wellie walks' through the woods.

From a young age children learn about keeping safe as they regularly participate in emergency evacuation drills. This helps them understand what to do should they need to leave the setting quickly. Children learn about taking risks as they engage in different experiences. For example, children learn to carefully use scissors to cut the paper to stick on their pictures and know to take care on the veranda in case it is slippery. Children's work is displayed in the setting making them feel valued and acknowledged. Regular newsletters keep parents informed of forthcoming events. Close links with the adjacent school and nursery help children to be confident when they move on to the school nursery or directly into school.

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

The setting has recently appointed a new manager and deputies who are highly focussed on promoting quality in all aspects of the setting. This inspection was brought forward as a result of concerns being raised to Ofsted relating to the management and standards of the provision, parent partnerships and confidentiality of children's personal information. The inspection found that occasionally practitioners fall behind and take children's 'special books' home to catch up. This could potentially impact on confidentiality of children's personal information. The setting has taken immediate steps to ensure this practice stops. The manager explained that since her appointment practitioners are being given time out to complete these books at work. Prior to her appointment this was not the case and as a result practitioners were very behind in completing children's 'special books', which record their progress through the Early Years Foundation Stage. Partnerships with parents and other providers ensure effective systems are in place to meet children's care needs. This is less effective in meeting children's learning and development needs. The manager explained that parents' evenings are going to be introduced and that she would arrange a

meeting with the school to explore ideas so that both settings could work together particularly where nursery children attend both provisions. Children are well supervised at all times and practitioners are well deployed throughout the setting. Child to staff ratios are always maintained, the manager being supernumerary to child ratios. Good security measures are in place when children arrive and leave the setting and the manager is available to talk to parents and carers. The new manager has introduced an effective key person system and planning now takes into account children's interests and individual needs. Staff are kind and caring towards the children and good relationships are in place.

The manager has a sound understanding of her responsibility to comply with the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage to keep children safe. Policies and procedures and other documentation are implemented to promote children's welfare. Practitioners have a clear understanding of the safeguarding procedures, which enables them to suitably protect children if they have a concern about a child in their care. The setting implements a robust recruitment procedure to ensure that practitioners are suitably qualified and vetted. Suitable systems are in place for the induction of new practitioners. Disclosure and Barring Service checks are undertaken on all practitioners and students. Practitioners hold current first aid and food hygiene qualifications. Accidents are effectively recorded and parents know that they have to report accidents that occur at home and visitors are signed in and out. All of this contributes to ensuring children's safety. Risk assessments are carried out on a regular basis and practitioners are deployed to help keep children safe. Daily checks of the setting and outside play areas further enhance children's safety.

In a relatively short space of time the new management team are having a positive impact on the setting. For example, the recent introduction of 'one to one' supervisions provides support and coaching for practitioners. This is beginning to develop teamwork and provide a basis for continuous improvement and identify any future professional development needs. More formal appraisals are currently being planned. An action plan is in the process of being developed and practitioners are currently involved in this process. As a result, they feel their contributions are being valued and opinions listened to. They particularly value changes to the planning system and the introduction of supervisions. Self-evaluation is in its infancy, all necessary steps have been taken to ensure the setting now meets the learning and development requirements. Changes made to the provision need to be evaluated to ensure that over time children's outcomes continue to improve. A strong drive for improvement is clearly evident and is recognised by both practitioners and parents. The setting is committed to providing the best possible start for children in their early years and recognises the need for continual improvement. Following parent feedback, the setting has moved the children's coat pegs away from the entrance and into the main play area to help minimise congestion at collection times. This has strengthened key person and parent relationships and allows parents to feel welcome and settle their child on arrival. Parents express support for the setting and appreciate the positive impact the recent changes have made. Their comments include, 'happy great pre-school setting' and 'now the key persons interact more, much better, really friendly setting'.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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

Unique reference number	EY438872
Local authority	Kirklees
Inspection number	948430
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	110
Name of provider	Pre-School Learning Alliance
Date of previous inspection	09/05/2012
Telephone number	07899838637

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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, which are usually the childminder's 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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