

# Tonge Children's Centre

Sure Start Centre, 260 Starkie Road, BOLTON, BL2 2ED

<b>Inspection date</b>	27/10/2014
Previous inspection date	12/12/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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

- Practitioners plan interesting and challenging activities and learning opportunities for the children. As a result, all children are making good progress given their starting points.
- Partnerships with parents are strong. As a result, parents are well supported and state they are happy with the care and learning experiences which their children receive.
- There is an effective key-person system in place, which supports the children's emotional well-being. Children are confident and are developing their independence skills.
- Arrangements for safeguarding children are effective and clear policies and procedures are implemented well. Practitioners regularly refresh their knowledge and understanding to ensure this is accurate and current.
- Practitioners are supported by the management team who are skilled and experienced. As a result, practice is monitored and practitioners have access to training courses which support their professional development.

### It is not yet outstanding because

- Younger children's opportunities to write for a purpose are not maximised, which does not promote their learning in this area to the fullest potential.
- Systems for practitioners to conduct peer observations are in their infancy, therefore, opportunities for them to reflect on each other's practice are not fully embedded.

## 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 in the indoor and outdoor environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager.
- The inspector looked at observation and assessment records of the children.  
The inspector checked evidence of the suitability and the qualifications of
- practitioners working with children, the providers self-evaluation and improvement plan.
- The inspector took account of the views of the parents spoken to on the day.

## Inspector

Suzanne Fenwick

## Full report

### Information about the setting

Tonge Children's Centre was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a children's centre in the Tonge Moore area of Bolton and is owned by the Pre-School Learning Alliance. The nursery serves the local area and is accessible to all children. It operates from three play rooms and there are enclosed areas available for outdoor play. The nursery employs 16 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3, including one at level 4 and three at level 2. The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 57 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- enhance opportunities for younger children to write for a purpose, for example, by including mark making resources in the different areas of the nursery
- embed systems for conducting peer observations, providing practitioners with appropriate training and support to enable them to jointly reflect on practice.

### Inspection judgements

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

The quality of teaching is effective and practitioners demonstrate a secure understanding of how to support children's learning and development. For example, practitioners enable children to express themselves creatively by providing them with a pumpkin and encourage them to carry out observational paintings. Practitioners hold a discussion with the children about the pumpkins characteristics before providing them a range of resources to create their own paintings, which represent how they see the pumpkin. Practitioners have a good understanding of the learning and development requirements of the Early Years Foundation Stage. Therefore, they plan an environment where children are learning through exciting and interesting activities, which have been purposefully planned to meet the individual needs and interests of each child. For example, an adult-led activity is planned for a small group of children to support them with their turn taking skills. The children enjoy the opportunity to take it in turns to use different musical instruments and show an interest in the way these make different sounds. Practitioners extend the children's learning through encouraging them to tap out simple repeated rhythms. The

nursery is organised into well-resourced areas of provision, however, these are not always enhanced with additional resources to offer younger children ample opportunities to write for a purpose. As a result, their learning within this area is not always being fully maximised. Practitioners provide the children with a wide range of opportunities, activities and experiences to promote their physical skills. Children have regular access to a well-resourced outdoor play area. They enjoy moving around in different ways, as well as exploring and experimenting in different areas, such as the garden, where they enjoy digging and planting. As a result, children are enthusiastic and curious learners who are progressing well towards the early learning goals and are well prepared for their next stage in learning, such as school.

There is an effective key-person system in place. Practitioners have high expectations for all children based on observations and accurate initial assessments, which are gathered on entry. These are agreed with parents. Ongoing assessments, which are sharply focussed and cover all the areas of learning, are used effectively to get to know the children's interests and learning styles. As a result, practitioners are planning next steps in learning, which are suitably challenging and meet the individual needs of each child. For example, babies are provided with a variety of sensory items, including shaving foam, rice and sand, as well as different metal objects. The babies enjoy the opportunity to explore and experiment with these different textures and materials. Practitioners support their learning through modelling play and commenting on what the children are doing, as well as using key words to describe how the materials feel or the noises they make. Older children enjoy the opportunity to play in the outdoor area, for example, mixing water and mud in the mud kitchen where they are provided with a variety of additional resources, such as spades, spoons, jugs and plates. Practitioners support the children through asking questions, which encourage them to think critically, such as 'What will happen when you add water to the mud' and providing the children with plenty of time and space to investigate the answer. As a result, children are becoming keen learners. The nursery offers an inclusive environment where diversity is valued. As a result, children are learning to respect and value themselves and each other. Practitioners support children who speak English as an additional language by modelling vocabulary and sentences, as well as using non-verbal communication, such as signs and gestures.

Practitioners are working effectively with the wider early years team in the local primary schools and children's centres through sharing relevant information. The key-person system supports parents to contribute to their child's learning and development records. For example, parents are encouraged to record comments about their children's achievements away from the nursery. Practitioners effectively use this information during group time to encourage the children to recall past events and share their experiences with others. The nursery operates a home learning system, where children and parents are encouraged to take home bags, which contain stories and various other resources. As a result, parents promote their children's learning at home. Parents are also provided with daily sheets, which provides them with information about their child's learning experiences. The special educational needs co-ordinator works closely with parents and other professionals to ensure children are receiving continuity in learning and their individual needs are being well met through the effective use of individual plans.

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

The key-person system ensures that children develop strong attachments and bonds with the practitioners and that their emotional well-being is consistently supported. Practitioners greet and welcome the children and their parents into the nursery. This ensures that the children feel valued and cared for and that relationships with parents are good. Children spend quality time with their key person during various times throughout the session, where they have the opportunity to share experiences and achievements and talk about what they would like to do next. The process to help children settle into the nursery is highly effective. New parents and children are invited in for initial visits to meet the practitioners and take time to tour the nursery. There is a gradual admission for new children, if required, to ensure that the move into the nursery is smooth and that the child's individual needs are being met. As a result, children demonstrate that they feel safe and secure. Parents complete a registration form for their child upon entry, which provides the practitioners with detailed and meaningful information on the child's care routines, health requirements, allergies, special dietary needs and food preferences. Practitioners support children's move to the next room through encouraging them to develop their independence, such as, supporting them to put on their own coats and shoes, as well as washing their hands independently after messy play and before mealtimes. Practitioners are preparing older children for their move to school during everyday activities, such as during mealtimes. Children are encouraged to serve themselves and make choices as well as helping tidy away when they are finished.

Practitioners are deployed well. They support the children within the different areas of provision. For example, when younger children arrive practitioners support the children to part from their parents through guiding them to activities which they are interested in, such as reading stories and discovering the small world animals. Practitioners are in tune with the older children's interests and support their imaginative play in the small world area. They provide children with plenty of opportunities to express themselves and share their ideas through play. As a result, children are settled and the behaviour throughout the nursery is good. Practitioners are there to sensitively offer children gentle reminders about not running inside and the importance of sharing and taking turns. As a result, the children are kind to each other and show care towards their peers. Children are demonstrating a secure level of understanding of the behavioural expectations and demonstrate good self-control. Practitioners support younger children's understanding of their own feelings and emotions through offering support, reassurance and cuddles when they are upset. Older children are supported by practitioners through the use of story books which identify different feelings and emotions. As a result, children show care and concern for their peers from a young age and play co-operatively together. Older children are beginning to show empathy towards their peers, for example, comforting them when they are upset. Children are learning to follow routines as they are encouraged to tidy away after each play session.

Children have plenty of opportunities to manage their own risks while they play in the outdoor area, such as using bicycles, scooters and slides. Older children are provided with a variety of resources, such as scissors and wood work resources. Practitioners support the children to use these independently through teaching them how to use them safely.

For example, a group of children enjoy the opportunity to make photograph frames. Practitioners support children while they use tools, such as a saw to cut the wood and scissors to cut the paper. Practitioners explain to the children how to use the tools safely and when required model their correct use. Children are progressing well in this nursery as they are encouraged to be independent and manage their own personal care needs where appropriate. For example, practitioners are supporting children to go independently to the toilet and wash their own hands thoroughly without needing to be prompted. The nursery provides children with healthy and nutritious food. Practitioners ensure that all mealtimes are sociable occasions. As a result, practitioners are demonstrating the importance of healthy eating and are using this time effectively to talk to the children about the different foods which they are eating. Therefore, children are developing a good knowledge of different food choices. Children have access in all weathers to the outdoor area where they enjoy fresh air and regular daily exercise.

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

Practitioners have a good knowledge and understanding of how to safeguard and protect children. They are aware of their responsibilities and know what to do and who to contact in the event of a cause for concern. Policies and procedures are concise and known by all practitioners. Practitioners have all attended appropriate safeguarding training. As a result, they are able to identify the indicators of abuse and are aware of how to report concerns. Risk assessments and daily checks are thorough, consequently, the nursery is safe and secure. Accident recording and reporting procedures meet requirements, which ensure that children are well protected. Qualified and experienced practitioners are effectively deployed throughout the nursery. As a result, children are constantly well supervised to ensure they remain safe. There is a robust recruitment and selection process in place. As a result, the management have recruited a strong team who are experienced and well supported. Appropriate checks are carried out on all adults who work directly with the children to ensure they are suitable. There is a comprehensive induction procedure in place for new practitioners to ensure they are fully aware of their own and others, roles and responsibilities. Consequently, the quality of teaching is consistently good and maintained across the nursery.

The manager has a good knowledge of the Early Years Foundation Stage and her responsibilities in meeting both the welfare requirements and the learning and development requirements. The manager sets high standards for the quality of the provision. The manager regularly reflects on the practice and provision and is regularly setting targets for improvement and striving to achieve these to ensure that the nursery is continuously improving. Since the last inspection the manager has implemented effective systems for monitoring the quality of teaching and learning across the nursery. The manager takes responsibility for monitoring and reviewing the children's learning journeys. She ensures they are up-to-date and that observations and assessments of the children are accurate and reflect their age and stage of development. Practitioners' training needs are identified through a variety of methods, such as the managers undertaking of peer observations. As a result, practitioners are encouraged to access appropriate training

courses to meet their individual needs and continuously develop their professional practice. However, systems for practitioners to carry out peer observations of each other and reflect on the activities which have been carried out, are in their infancy. Therefore, staff are not always effectively and promptly sharing good practice and utilising the skills and expertise of their colleagues.

Practitioners have a good understanding that developing strong relationships with parents and other external agencies has a significant impact on the children's learning and development and the care which they provide. Practitioners build and maintain strong partnerships with parents through taking time each day to discuss their child's learning experiences and achievements, as well as their care needs. The nursery operates an open door policy where parents are clearly invited and welcomed into the nursery on a daily basis. Parents speak highly of this nursery and the practitioners and express that they are very happy with the care and learning which their children are receiving. The nursery has developed strong partnership working arrangements with the local children's centre. As a result, staff are able to support and meet the needs of children and their families. There are effective partnership working arrangements between the nursery and the local primary schools in preparation for children making the move between settings. These are well-established and contribute to meeting the children's needs and preparing them for the next stage in learning.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY355289
<b>Local authority</b>	Bolton
<b>Inspection number</b>	962829
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	70
<b>Number of children on roll</b>	57
<b>Name of provider</b>	Pre-School Learning Alliance
<b>Date of previous inspection</b>	12/12/2013
<b>Telephone number</b>	01204 336745

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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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