

Linthwaite Clough Community Childcare Group

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

Inspection date	02/12/2014
Previous inspection date	15/01/2014

The quality and standards of the early years provision	This inspection:	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

- There is a homely atmosphere where staff are positive and passionate about childcare. Their energy is contagious and has a very positive impact on each other and the children.
- The quality of teaching is good. Staff are skilful in supporting children to develop the key skills they need for the next stage in their learning. As a result, all children make good progress throughout the setting.
- Children develop attachments with their key person well and they are given regular comfort and cuddles when needed. This results in children being happy, confident and sociable in the setting.
- Children's needs are very well met through highly-effective partnerships between the staff, parents and outside agencies.
- The setting is safe because leaders ensure that staff know how to safeguard children.

It is not yet outstanding because

- Young children occasionally have to wait a long time for their snack.
- Children are not always well supported to build on their growing interest in books.

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 playroom and the outdoor area.
- The inspector spoke with the senior team and the staff at regular intervals throughout the inspection and made observations of the children present.
- The inspector sampled a selection of relevant documentation including observation, assessment and planning records.
- The inspector took account of the views of the parents and carers spoken to on the day of inspection.
- The inspector spoke to children during free play.
- The inspector checked evidence of the suitability of the staff, including their qualifications.

Inspector

Hayley Gardiner

Full report

Information about the setting

Linthwaite Clough Community Childcare Group was registered in 2011 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting is situated in the Linthwaite area of Huddersfield, West Yorkshire and is accessible to all children. It is operated by the Pre-School Learning Alliance. The setting employs 13 members of permanent staff. Of these, all hold appropriate early years qualifications at level 3. The setting opens Monday to Friday, term time only. Sessions are from 8.45am to 11.45am and 12.45pm to 3.45pm. There is also a lunch club from 11.45am to 12.45pm. The setting also provides wrap-around care and holiday care all year round, from 7.30am to 6pm. There are currently 110 children on roll, who are all in the early years age group. The setting receives funding for the provision of free early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- improve the organisation of snack time to ensure young children do not have to wait long periods of time to eat by, for example, providing enough bowls and plates for all the children present, so they do not need to wait for them to be washed
- promote further children's growing interest in books by, for example, making the book area more interesting and attractive to them and by providing books in all areas of the nursery for children to refer to spontaneously as they play and learn.

Inspection judgements

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

The quality of teaching is good. Staff work well together as a team, sharing their experience, knowledge and skills to provide interesting and motivating activities that meet the needs of all children. All staff have good knowledge of the Early Years Foundation Stage and child development. They provide a wide range of interesting, stimulating and challenging activities, which cover the seven areas of learning. As a result, children are making good progress towards the early learning goals and they are well prepared for their next stage in learning. Staff plan for both indoor and outside play, which is purposeful and exciting and matches children's individual stages of development and meets their needs. Children have individual learning files, which include some creative work, photographs, observations and assessments. These are all linked to the areas of learning and are used to identify the next steps in each child's learning. Key persons work closely with parents to support children's learning from the start. Ongoing discussion and sharing of children's learning books ensures that parents remain involved in their child's

progress. The files are securely stored but are fully accessible to parents at all times. Parents are encouraged to contribute to their child's book and each key person encourages home learning by suggesting activities parents can do at home. Parents' evenings and daily handovers allow parents to informally discuss children's achievements at home. Staff continually supports parents with the different stages of development their child goes through, for example, toilet training. Positive links with other professionals, such as, teachers within the school, mean that relevant information is shared and children's learning is effectively supported in each setting.

The setting provides a well-organised learning environment for children covering all areas of learning. All children can easily access resources and equipment, as they are stored at low-level, which promotes their independence. Children are praised when they do well and this helps to build their confidence and self-esteem. They learn about the wider society well and use resources that reflect positive images of a wider world, such as, dolls, books, play figures and dressing-up clothes. They take part in activities and learn about different festivals and celebrations, for example, Eid, Christmas, Easter and Chinese New Year. Young children are given time to explore open-ended resources within the provision. This results in children having plenty of opportunities to explore objects that can be used, moved and combined in a variety of ways. By displaying some of the children's work and celebrating this together, staff help to motivate and enthuse them further by raising their self-esteem. This in turn, helps children develop a keen and eager disposition towards learning and a belief in themselves that they can achieve. This positive attitude to learning prepares them well for school and their future learning. Staff and children sit closely and read books together. They talk excitedly about what they see. As a result, children develop an interest in books. However, they are not always well supported to build further on their interest, because the book corner is not sufficiently well organised to catch and hold their attention. Also, books are not widely available throughout the setting for children to refer to spontaneously as they play. Children explore a wide variety of creative activities using an assortment of media, which promotes their imagination and curiosity. Staff provide children with plenty of opportunities to develop their independence in the setting. For example, children are encouraged to put on their own shoes, wellington boots and coats.

Children play outside where they learn to be physically active. They benefit from continuous access to the outdoor area, which enables them to make choices for themselves about where to play and learn. They have access to a good range of activities both under cover and in the open. Staff support children in developing their communication skills very well. They foster children's language development through lively conversations. The staff team often use signing, visual aids and props, which promote children's understanding. This fosters all children's awareness of other ways to communicate. The staff support children's learning with good-quality interactions with children eagerly speaking about their day and past home experiences. Children explore a powder-paint activity with enthusiasm. The powder paint is in salt and pepper shakers, the children happily shake the powder out and use a sponge to mix in the water. Children look at the colours interest, as they practise their creativity. Older children are beginning to give meanings to the marks they make and this supports their emerging writing skills.

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

The relationship between the staff, the children and their parents is very effective in ensuring good care is provided for all children. Children establish a good relationship with their key person in this warm, friendly setting, because the key person takes time to get to know the children very well. Children are calm and relaxed in the setting and are fully at ease. The staff work closely with parents from the start, gathering information, including any specific needs and information about any allergies or cultural requirements. Daily routines are followed after talking to parents to ensure they are consistent with home routines. Children flourish because staff help them to feel secure and to form strong, emotional attachments. Children smile and laugh freely and as they get older, they confidently talk to staff about their experiences. This equips children well with the confidence and self-esteem they need to make progress and to help them with their transitions to school or other settings. As a result, children are motivated, eager learners who participate enthusiastically in games and activities.

Children are very polite and manage their own behaviour very well, because the behavioural rules are rooted in the setting's routine. Sensitive reminders and positive reinforcement from the encouraging staff, means children receive consistent messages, such as, not running around inside as they may fall. Children build good relationships with their friends. They work and play together very well. Risk assessments are carried out regularly to help identify and deal with any hazards; ensuring children are cared for in a safe environment. Staff teach children how to keep themselves safe in an emergency. For example, they regularly practise evacuating the building. Children are very well prepared for the move into school and their future learning. The staff work very closely with the teacher and foundation stage leader to ensure children have a smooth move through to the next stage in their learning. Staff members attend any meetings required with parents, and other professionals, to ensure children are safe, protected and their individual needs are fully met.

Children are very confident in expressing their needs and the staff respond promptly. The snacks are freshly prepared and include, for example, fruit and vegetables. Children serve their own snack independently, they learn about portion control as they serve themselves the quantity of food that they would like to eat. However, occasionally children have to wait too long for their snack. This is because there are not always enough snack plates and children must wait for staff to complete the washing up. The setting have a lunch club where children from school and the setting can eat their packed lunch before the afternoon session. Lunch times are social times. Children are learning about eating healthily as they enjoy balanced and nutritious food with water or milk to drink. Attention to hygiene is given throughout. Older children manage their own personal hygiene routines independently, and understand why it is important to wash their hands before meal times. Children share experiences and stories about their home life with staff, who give sensitive and positive responses, showing that they are interested and care about the children. This gives children a strong, secure base and the confidence and self-esteem to progress as they prepare for the move to school. As a result, children are inspired, inquisitive learners who contribute excitedly in games and activities.

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

The management team is proactive, passionate and committed to providing good-quality childcare. All recommendations and actions from the last inspection have been addressed and the setting has been significantly enhanced throughout. The setting is well organised and staff maintain all the essential paperwork, such as, children's information, accident records and a record of their attendance. All policies and procedures are shared with parents, so they are aware of staff's responsibilities towards their children. The provider, the manager and the staff are fully committed to safeguarding children and promoting their welfare. They have a good knowledge of the safeguarding procedures to follow in the event of any concerns about a child in their care and know who to report any concerns to. They carry out thorough risk assessments of the setting and they take appropriate steps to keep children safe. Recruitment systems are strong and help to ensure staff suitability. All staff are appropriately vetted to work with children and receive a thorough induction so that they are aware of the expectations of the setting.

The deputy manager monitors the educational programme and children's progress well. She has a good awareness of children's individual abilities and skills and understands fully that children develop at their own rate. There is a very effective planning system to ensure that staff cover each area of learning with adult-led activities or supported free play. Staff are very experienced and effectively translate their knowledge of the educational programme, and how young children learn, into practice. Staff regularly attend training based on their individual continuous development needs and personal responsibilities within the setting. This means all staff have an up-to-date knowledge of how to provide quality teaching and learning for young children. Staff meet regularly with the senior team for supervision and appraisals. Staff are observed and monitored by the management, through informal observations and through peer-on-peer observations, to improve their practice. Parents, children and staff contribute to the effective evaluation of the quality of the provision. This means that leaders have a clear picture of the strengths of the provision, and of any areas for improvement. Resulting action plans ensure that improvement is well targeted and ongoing.

Partnerships with parents are very well established, ensuring children's development is effectively enhanced, while meeting their needs and supporting smooth transitions into the school. Parents praise and thank the school engagement officer for support them and their family from an early age. Parents share information about their children with the staff and they discuss children's progress when dropping off and collecting their children. Staff have a clear understanding of their responsibility to work in partnership with other childcare providers and professionals to enhance learning opportunities. The setting has developed an extremely secure relationship with the linked school and they work well together for the benefit of the children.

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
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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

Unique reference number	EY438872
Local authority	Kirklees
Inspection number	962556
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	15/01/2014
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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