



## Cononley Nursery

Inspection report for early years provision

**Unique Reference Number** EY312228  
**Inspection date** 04 May 2006  
**Inspector** Wendy Fitton

**Setting Address** The Institute, Main Street, Cononley, Keighley, West Yorkshire, BD20 8NT  
**Telephone number**  
**E-mail** [nursery@cononley.wanadoo.co.uk](mailto:nursery@cononley.wanadoo.co.uk)  
**Registered person** Joanna Clark  
**Type of inspection** Integrated  
**Type of care** Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

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## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Cononley Nursery registered with the new owner in December 2005. Care is provided for a maximum of 16 children aged from 2 years up to 5 years old. There are currently 26 children on-roll, of whom 22 children are in receipt of nursery education funding. Sessional care is provided during term-time only. The nursery is open Monday to Friday from 09.05 until 12.05, and on Monday and Wednesday from 13.05 until 15.35.

There are six staff employed working at part-time intervals, including a manager and a deputy. Most staff are qualified to NVQ Level 3 in childcare and other staff are working towards a qualification.

Children access a main playroom, hall area, toilet facilities and there is no access to an outdoor area, but children are taken out on regular walks and visits within the local community.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children develop their physical skills and really enjoy the opportunities to participate in activities and outings around the village. They move and exercise to music in the main hall, ride bicycles, use large gym-balls and the stepping stones. They learn about space as they negotiate around tables and chairs, move forwards, backwards and in a circle when riding bicycles around the hall. Children follow the good routine that allows for rest and relaxation throughout the sessions; circle-time, snack-time and quiet-time. They develop their fine and gross motor development through using small tools and equipment, such as pencils, computer mouse, construction toys and threading equipment.

Children's health is well promoted as the staff follow clear health and hygiene procedures as advised by Environmental Health. Tables are wiped with soap and water before and after snacks and then wiped with antibacterial spray. Staff use gloves for all toileting procedures and cleaning activities to prevent the spread of infection. Children know the bathroom routine as they use the toilets independently and dispose of paper towels. The premises are clean and staff work to a rota at the end of the session to maintain good hygiene. Children's health and medical needs are met as health records are maintained, accidents are recorded, medication is recorded and parents give their written consent for emergency medical treatment. Staff have completed first aid training and a well stocked first aid box is checked regularly.

Children are well nourished and are aware of what is good for you. They have participated in healthy eating topics, food tasting sessions and have completed a graph showing all children's favourite fruit and vegetables. There are a variety of snacks provided and this includes crackers, fruit, breadsticks, pitta bread and a choice of juice, water or milk. Children's individual dietary requirements are met and known to all staff and a record is displayed in the kitchen. Children help to serve the snacks and a positive social occasion is evident. Children have free access to drinking water throughout the session and can monitor their own needs.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a warm, welcoming and safe environment to meet children's

all-round needs. Areas are effectively planned and create a child-centred atmosphere. Children access a book corner, messy area, small world and table toy area, writing, role play and physical play area. Children's work is attractively displayed and interest tables enhance the environment to support children's learning. Children move freely and safely without restriction and develop their independence as they visit the bathroom, use the main hall and are not exposed to any hazards. The setting is well maintained, clean and children are secure.

Children make choices from a good variety of equipment and resources including writing materials, water play, paint, child-sized tables and chairs, construction toys, books and games. Safe storage of equipment allows the children to make decisions and access the store room where clearly labelled boxes promotes their own independent selection. The furniture provided is safe and suitable for the wide range of ages and stages, and this includes steps for the sinks and toilets, cushions and bean bags for relaxation, a changing mat, and carpeted and wet floor spaces.

Children learn about keeping safe as staff talk to them about procedures for lining up to go into the hall, picking up toys from the floor so that they can move safely and to sit on their chairs properly. Necessary safety features are in place and include a safety gate across the exit from the main room and sockets are protected. Children are very secure and safe as all safety policies and procedures are implemented. Regular fire drills are practiced, visitors are monitored, detailed risk assessments are recorded, and the supervision of children and the staff-child ratios are good.

Children's welfare is protected because staff understand their role in child protection. They are aware of reporting concerns to the designated manager and that records and observations are to be accurate. All relevant information and contact details are available and a flowchart is displayed for parents. A statement details information about any allegations against staff.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children really enjoy and achieve as they participate in a wealth of exciting and interesting activities and experiences to support their learning and development. They paint, draw, read books, sing, go on outings in the village, role play and use different types of play equipment. Children are secure and confident as they follow a good routine that includes circle time, free play, focused activity time, snack time and physical play sessions. They are well occupied and busy as they play freely with a range of toys and activities and are well supported by staff. Children acquire knowledge and skills as staff challenge their thinking as they use open questioning. Staff monitor children's interests and performance through observation, discussion and keeping assessment records.

Nursery Education.

The quality of teaching and learning is good. Children are making good progress as staff have a clear understanding of the Foundation Stage. Staff plan a variety of activities that support children's learning as they progress through the stepping

stones. Plans clearly identify the learning outcome and the differentiation aspect that addresses individual learning stages and the next steps. Starting points for children and their needs are identified as staff find out about their interests and skills through discussion with parents and allowing for a settling-in period.

Staff use good questioning techniques and check out what children know by using open-ended questions to challenge children's thinking. The teaching provided interests the children as they are focused and resist any distractions. Staff manage children's behaviour in a positive manner by acting as good role models and reminding children to share and be sensitive, resolving their own disagreements.

Children's progress along the stepping stones is monitored by evaluation of all activities through observation and planning meetings. Activities are revisited to allow children to consolidate their learning. Each child has a folder of their work which is dated and contains all assessment and progress against the stepping stones. Each adult is responsible for a key group of children and informal notes and observations are transferred into the assessment file. There is no formal system for sharing children's development and progress with parents.

Children develop positive attitudes to learning and are curious during circle time as they listen to news and ask questions about what, where and why things happen. They develop confidence and self-esteem as staff positively praise and encourage them during their activities. They sit at the tables or play on the floor and consistently chat to children, saying well done or good boy or girl. Children take on responsibility for their own needs and develop their independence by, for example, using the toilet, accessing a drink and tidying away toys. They are beginning to take on responsibility for their own behaviour as they are reminded to be kind to each other, line up nicely and walk to the hall and respect each other's achievements and constructions. They learn about their community as they see people from the local village who bring in animals and pets or when they walk through the village as part of the current theme, "where we live". Children's speaking and listening skills are good as they listen to stories, sing rhymes and join in sequencing and repetitive words during the "house that Jack built story". They learn about sounds and letters as they play matching games, letter of the week and self-register. Children access the book corner and enjoy reading; they know how to care for books and follow the text in sequence. Children practice their handwriting skills using resources to develop their hand-eye coordination. For example, they draw around stencils, write their names on their work from the left side and use different mediums, paint, felt-tip pens and crayons.

Children begin to understand and practice counting. They count the numbers of chairs at circle time and participate in number rhymes linked to the number of the week. They show that they understand five as they count fingers and hold up their fingers using early calculations as they subtract and add. Children understand about space, shape and measure. They can name a triangle, square and circle, use positional language, in front of, next to and behind, heavy, long and short. Children show competence in shapes as they make jigsaws and construct buildings. They use different shapes during the craft activities for the windows, roof and doors of the houses that they designed.

Children use their exploration and investigation skills as they talk about what they are

doing with the equipment and resources. They constructed houses from mega-blocks, and made a road and railway track, finding out how the pieces interlocked and the way pieces curved to make a circle. They enjoy their own designing as they make birthday cakes from the stickle bricks. Children develop a sense of time as they talk about what happened over the weekend, last week and yesterday. Children know the routine of the day as they tidy up in preparation for their snacks and sit as a group for circle time. They develop a sense of place as they discuss outings to the park, holidays and outings around the village. Children learn about everyday situations and the seasons as they access books and jigsaws depicting different families and disability. However, there are limited opportunities for children to learn about other cultures and carry out activities that support their understanding of the wider society.

Children use their imagination as they play in the role play area. Children wrap the doll in a blanket for a sleep, use the changing mat to change the doll's nappy, use the telephone to ring home and act out a dance routine when dressing-up in a sparkling dress and tap dance shoes. They respond to what they see, hear, touch and feel as they play in water, use glue, paint freely, sing, use musical instruments and listen to stories.

### **Helping children make a positive contribution**

The provision is good.

Children are respected and valued as the staff team show genuine care and interest in all of the children, with the staff presenting themselves as good role models and helping children to feel good about themselves. The equal opportunities policy works in practice and highlights respect for differing lifestyles, good support and flexibility in routines and care. There are some resources and books that reflect different cultures and everyday situations. However, activities and festivals are limited and children are not fully aware of the wider world. Children are fully included and the aspect of differentiation is covered in the planning of activities for children under three years of age.

Children learn to manage their own behaviour, which is good, because staff ensure that children are well occupied and busy. They are encouraged to share and show kindness to each other and find their own solutions when incidents occur. A named person takes on responsibility for behaviour management, supporting staff to ensure consistency and sensitivity to differing ages and levels of understanding. Children are beginning to understand the difference between right and wrong as staff use gentle reminders, reinforcing the boundaries and helping children to think about issues. Staff are very positive in their approach and work to the policy by giving plenty of praise and encouragement, and recognition when things have been done well and clear calm explanations.

Partnership with parents is good. This contributes to the well-being of the children. An attractive welcome brochure is provided outlining useful information about the background and organisation of the nursery. Parents' views are actively sought on their child's care and education via questionnaires. Parents report that they are very

happy with the service and that they are informed about the education programme and themes via a newsletter. Other comments included, "every aspect is carried out to a high standard" and that "staff are welcoming and do a fantastic job". However, some parents felt they did not receive sufficient information on their child's assessment and progress records."

The children learn about their community as they delight in visits from people in the village, bringing in the baby lamb and the kitten. They go out on walks around the village, see the railway, the flowers and the river. They are currently participating in a theme about their community, 'Where we live', which takes them around the village to meet people and see places that they can relate to. Children play well together and friendships are evident as they wait their turn on the computer and play and negotiate plans when constructing the road and rail track. This positive approach fosters children's spiritual, moral, social and cultural development.

## **Organisation**

The organisation is good.

Children really benefit from an organisation, practice and environment that meets individual needs. All areas and space are organised creatively and effectively ensuring that children can play, rest and eat in comfort and safety. Children feel secure and confident as they become familiar with the daily routines and can relate to their key-worker. Children are well supported as there are good staff-child ratios and good contingency arrangements if staff are absent.

Children are well protected as all staff are suitably vetted and new suitability and recruitment checks are in place in line with legislation. All records, policies and procedures for the safe and effective management of the provision are in place, well organised and accessible for inspection, such as children and staff details, attendance registers, assessment records and organisational policies.

The leadership and management is good. The new manager is very committed and is continually looking at areas of development to ensure that all children are provided with good quality care and education. She has long term vision and aims to develop staff's confidence, supporting them through appraisals, training and daily practices. The manager really values feedback from parents and has acted efficiently to the information on recent questionnaires relating to information sharing and progress records. The staff team meet regularly to discuss planning and themes for the nursery education programme in the long, medium and short term. The overall management is good and the manager's knowledge and expertise is effectively implemented to meet the needs of all children.

Overall, the setting meets the needs of the children who attend.

## **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop resources and activities to support children's learning of the wider world (also applies to nursery education)

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure parents are fully informed of children's assessment and progress records (also applies to care).

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)