



## Quarry Brow Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY285358
<b>Inspection date</b>	14 July 2006
<b>Inspector</b>	Sandra Elizabeth Williams
<b>Setting Address</b>	Ormsgill Primary School, Mill Bank, Barrow-in-Furness, Cumbria, LA14 4AR
<b>Telephone number</b>	01229 829 413
<b>E-mail</b>	
<b>Registered person</b>	Quarry Brow Day Nursery
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## 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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Quarry Brow Nursery opened in September 2004. It is a neighbourhood nursery and it operates from a purpose built building situated within the grounds of Ormsgill Primary School. It consists of a baby room, sleep area, a pre-school room, toilets, kitchen and office. The nursery also has use of the outdoor play area and the school hall. It serves children from the local area.

It is registered for 28 children under eight years and there are currently 74 children

from 11 months to 10 years on roll. There are currently six children receiving funding for nursery education. Children attend for a variety of sessions. The setting supports children with learning difficulties.

The group opens five days a week all year apart from Bank Holidays and Christmas. Sessions are from 07.30 until 18.00.

There are four full time and two part time staff working with the children. All staff have, or are working towards, appropriate early years qualifications.

The manager is planning to undertake a quality assurance scheme in September 2006. The nursery has recently been awarded an "Excellence in Cumbria Award" granted by the Learning and Skills Council.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are actively helped to be healthy and to gain an understanding of good health and hygiene practices, because staff positively encourage children to look after their own personal needs. Children develop great independence and an awareness of personal hygiene as they learn to wash their hands with soap and dry their hands with paper towels after using the toilet and before meal times. Children are also learning about dental hygiene as they take part in planned activities, such as reading books and then practising brushing their teeth in the wash room.

Children stay healthy and safe because staff read and implement current health and hygiene policies and procedures. All documentation is in order and very good records are made of accidents which are appropriately shared with parents. All staff are trained in first aid and the first aid kit is regularly checked and kept up to date. Children are protected from the spread of infection as staff operate a sick child policy which prevents children with contagious illnesses from attending the nursery until they are better.

Children enjoy and delight in physical play during indoor and outdoor activities. They show good control of their gross motor skills as they peddle their bikes skilfully and are able to stop, start and change direction showing a good awareness of space. They develop their balancing and climbing skills as they play on the climbing apparatus and enjoy taking part in obstacle courses. They also develop their hand eye coordination as they throw, catch and kick balls to each other. They practise their fine motor skills as they undertake threading activities and various craft activities using tools such as scissors and paint brushes. Children recognise the changes that happen to their bodies when they are active, for example, they recognise that they get hot and thirsty after running around in the sunshine. They learn to take care of their bodies, for example, they are aware of the importance of wearing sun hats and applying sun cream before playing in the sunshine. Children have the opportunity to rest if they are tired as there are cushions in the reading corner for the older children and a sleep room for the babies and toddlers.

Children are well nourished because they are provided with hot meals at lunch time which are freshly prepared by the cook on a daily basis. A very good range of healthy snacks are provided which ensures a good balanced diet. Children enjoy healthy snacks such as raisins, bananas, Kiwis and apples and are offered a choice of water, milk or fresh fruit juice to drink. They also have continuous access to drinking water, to which, they can help themselves during the course of the day. Children enjoy helping to prepare the tables for mealtimes before they sit together with the staff and enjoy the social occasion as they talk and share experiences with their friends. Children's individual dietary needs are met as staff record information regarding special diets to ensure children are provided with healthy options and alternatives if necessary.

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

The provision is good.

Children are cared for in a bright, well maintained setting, which staff make attractive and welcoming. They create a stimulating environment by making good use of the available space in a skilled manner. They display children's work and put out an interesting range of toys and equipment each session. This helps to develop children's sense of belonging and interest in learning. The environment is well organised, helping children to move around safely and independently. The good range of toys and equipment are suitable for different ages and abilities, meeting children's needs effectively. Resources are well organised in child-height storage units to develop their independence and enhance their play.

Children are kept very safe because the staff have a very good understanding of safety procedures. Staff take effective measures to ensure children's safety indoors and outdoors. A daily safety check of the premises is carried out to assess potential risks to children, such as making sure the gate is closed before children go outside to play. Children learn about safe practices, because staff give clear explanations about how to keep themselves safe and model good safety practices, for example, not running in the setting and tidying toys up off the floor to avoid tripping. Children learn to protect themselves in the event of a fire or emergency through regularly practising the emergency evacuation procedure. Children learn to protect themselves when on outings as they have met the 'Lolly Pop lady' who has taught them how to cross the road safely and has awarded them with a certificate which they proudly display in the nursery.

Children are well protected because staff understand their role in child protection. They have attended child protection training and are all familiar with their own policy and the local guidance. The manager works very closely with local agencies in order to contribute to children's overall care and protection.

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

The provision is good.

Children enter the nursery eagerly as they greet staff and friends. They are

encouraged to make choices during free play and are confident to ask staff to help them obtain equipment of their choice. Children develop their confidence and self-esteem as staff regularly praise the children for their achievements. For example, children enjoy their achievements as they match colours by placing objects onto the same coloured star shape. They show their delight in doing this by laughing and clapping themselves and each other. They show an interest and are engrossed in their play. They enjoy practising their listening skills as they listen to sound tracks and match the sounds to pictures.

Children are developing good imaginative and creative skills as they enjoy dressing up in costumes, dancing and playing musical instruments. They also develop their imaginations as they play hospitals and use stethoscopes and bandages in their play.

Children actively respond in circle time and snack time, contributing their ideas facilitated by the good staff questioning. For example, they share news about their families and activities they have undertaken. Positive interaction is evident as children approach staff with confidence and staff show genuine care, helping children to apply their sun cream and making sure they have their sun hats before going outside.

Most staff are familiar with the Birth to three framework and use it when planning activities and assessing children's progress. The babies and toddlers are provided with a very good programme of activities, which are well planned and based on a range of themes. Activities include painting, baking, playing with jelly, shaving foam and exploring different textures and natural objects in the treasure basket. Staff keep detailed records about the children's progress, which are shared with parents.

## Nursery Education

The quality of teaching and children's learning is satisfactory. Children are making sound progress in all areas of learning as staff are developing their understanding of the Foundation Stage curriculum. They plan an appropriate curriculum which covers most aspects of the children's learning. Children's individual learning needs are well known as the staff and parents complete initial profiles of the children when they start at nursery. The children's ongoing progress is then observed and assessed. Regular reports are written and shared with parents. The staff are clear about each child's individual development and what is needed to help the children to move on to the next steps in their learning. Staff generally extend children's learning by asking relevant questions to make them think, however, this is not undertaken consistently and on occasions, opportunities are missed.

Children are developing sound social skills. They have positive relationships with staff and are able to approach them with confidence. Children bring in daisies which they have picked on their way to nursery and give them to the staff. They make positive relationships with their peers and independently hold hands with each other as they go outside to play. They develop self confidence as they talk at circle time about their feelings about moving on to primary school after the summer holidays. They demonstrate good manners and self-control as they sit at the table waiting for their lunch and share their fruit at snack time. Children are developing satisfactory speaking and listening skills as they are given opportunities for conversations with

each other and staff. They are developing their mark making skills. For example, they write their names on their paintings. They have continual access to a very well set out writing table, fully equipped with paper, pens and pencils as well as hole punches, stencils and envelopes which are stored in labelled storage unit next to the table. Children have limited opportunities, however, to link sounds to letters and to develop their phonic knowledge.

Children develop skills in mathematics and calculation by taking part in various sorting and matching games, identifying different sizes and completing jigsaws. They have many opportunities to practise their counting, for example, as they line up to go outside. They also enjoy joining in with number rhymes. There are, however, few opportunities for children to look at numbers in order to support their learning. Children develop their skills in the use of information technology as they have continuous access to a computer with many different programmes to choose from. They are able to use the mouse well to navigate around the screen, demonstrating good fine motor skills. They explore and investigate how substances change as they take part in bread making. Children enjoy being creative by accessing the many art and craft materials on offer in the 'messy area.'

Overall, children make satisfactory progress towards the early learning goals given their capacity and starting points.

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

The provision is good.

Children make a positive contribution and their individual care needs are very effectively met because the staff discuss all issues relating to their care with parents and carers on admission to the nursery. Equal opportunities and anti-discriminatory practice are promoted well within the nursery. Children learn about different cultures and religions by undertaking interesting activities, reading books, looking at the display table and dressing up in costumes and dancing. Children learn about their community by visiting local community centres, shops and hospitals as well as receiving visits from people who help us, such as the fire brigade.

Clear and effective arrangements are in place to care for children with learning difficulties. Staff have attended training and are working closely with parents and outside agencies to ensure children receive good support. Children with speech difficulties are particularly well supported as staff have completed an accredited course in speech and language, delivered to them by a local speech and language therapist.

Staff set boundaries and guidelines which enable children to take responsibility for their own behaviour taking into account the age and stage of development of the child. Children learn to manage their behaviour because staff use positive strategies such as using praise to reinforce good behaviour. The children display good manners, which are actively encouraged by staff at every opportunity. The children work harmoniously with each other and act courteously towards their peers, adults and visitors. This positive approach fosters children's spiritual, moral, social and cultural development.

Partnership with parents and carers is good. Children clearly benefit from strong relationships between parents and staff. The staff work extremely well with parents, who are actively encouraged to take part in their children's learning. High quality information on themes and the curriculum ensure staff and parents work very well together. This enhances the children's development in all areas. Parents are kept fully informed about the setting and their children's progress through meticulous and comprehensive information including notice and display boards, detailed reports, policies, and regular verbal communication. Parents express complete satisfaction with the nursery and particularly comment on the excellent service provided by the approachable and friendly staff.

## **Organisation**

The organisation is good.

Children's care is good due to the effective organisation of the provision. Most staff are qualified and are motivated to keep up to date with current practices by attending on-going courses such as food hygiene and child protection. A rigorous procedure is in place for recruiting staff, which means that the staff employed in this setting are suitable to meet the needs of the children. Staff work well as a team which contributes to a pleasant and happy atmosphere. Children are relaxed and happy in the nursery due to the high level of organisation of their care. Staff organise the play equipment well and make good use of the available space. Documentation relating to the children's health, safety and well-being are in place and kept confidentially in the office. All policies and procedures are reviewed, however, the complaints policy requires an update.

The leadership and management of the nursery is satisfactory. Children's educational needs are adequately met through the sound leadership and management of the manager, who has a clear vision for the nursery. Staff speak highly of the support given to them by their manager. Some staff have attended training in the Foundation Stage curriculum and are developing a growing confidence in its delivery. However, some of the newer members of staff have not yet had an opportunity to attend the training and are less confident and on occasions, miss opportunities to extend the children's learning and challenge the more able children. The staff have established links with the early years teacher team to assist them in developing their teaching methods and their organisation of the continuous provision, particularly in the creative area.

The staff group have occasional meetings to discuss their progress and what they are hoping to achieve. In the main, children are provided with a varied educational programme. The manager has identified the need for a more rigorous monitoring of the educational programme, to evaluate how staff help children make progress towards the early learning goals and to have a clearer understanding of the settings strengths and areas for development.

Overall, the provision meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last inspection it was agreed that the recommendations made by the fire safety officer, namely the frequency of fire drills, would be met. Fire drills do take place on a regular basis thus improving the level of safety for children. It was also agreed that all the required information would be sought from parents prior to children being admitted. There is a system now in place for ensuring that this information is received from parents thus enhancing the flow of information between parents and staff.

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

There are no complaints to report.

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 satisfactory.

### **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):

- ensure that the complaints procedure is updated

#### **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 that children have sufficient access to numerals in their environment, in order to support their overall mathematical development
- increase children's opportunities for linking sounds to letters in order to support their development in language and literacy
- promote the professional development of all staff in the delivery of the Foundation Stage curriculum and monitor and evaluate the strengths in the



delivery of the curriculum and the areas for improvement.

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