

Asmall Nursery

Inspection report for early years provision

Unique Reference Number	309219
Inspection date	19 March 2007
Inspector	Denise Sixsmith
Setting Address	Asmall Primary School, Tennyson Drive, Ormskirk, Lancashire, L39 3PJ
Telephone number	01695 581 121
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Registered person	Asmall Nursery
Type of inspection	Integrated
Type of care	Full day care, Out of School 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.

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 satisfactory. 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?

Asmall Nursery has been open since 1992. It is situated within Asmall Primary School on the outskirts of Ormskirk. The nursery is run by a committee which is a registered charity. The committee also runs the out of school club for the children who attend the school. Outdoor areas are available for both facilities. The nursery is open Monday to Friday from 08.15 to 17.30 during term time. The after school club is open Monday to Friday from 15.15 to 17.45 term times only.

There are currently 23 children on roll at the nursery aged from two to under five years. Of these 16 children receive funding for nursery education. The after school club has 22 children on roll from four to under eight years and also provides a service for older children. The setting currently supports children with learning difficulties and disabilities and also supports children who speak English as an additional language.

The committee employs a manager and four staff in the nursery, plus three staff in the after school club, all of the staff hold appropriate early years qualifications. Advice and support is received from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Staff take many positive steps to help prevent the spread of infection and protect children from becoming ill. Daily cleaning routines are followed and the premises are suitably maintained. Staff understand the need to wear protective clothing when changing children, which helps to prevent cross infection. Children learn practically about personal hygiene, as staff gently remind them to cover their mouths when coughing or wash their hands after using the toilet and prior to meals. The majority of staff have accessed training in first aid and there are suitably stocked first aid boxes for staff to use to treat minor injuries. Children's health and well-being is further maintained as the setting has sought parental consents for the seeking of emergency medical treatment and implemented suitable systems for the administration of medication. All children's accidents are recorded and a copy is shared with parents.

Daily physical activity is encouraged to help develop the children's strength, stamina and coordination. Children enjoy a range of outdoor play that increases their heart rate as they ride around on a variety of wheeled toys, and run around painted pathways in the playground. In addition the nursery children enjoy a planned session of indoor physical education in the school hall once a week, where they learn to warm up before they practise balancing, jumping and moving in a variety of ways. After school club children are provided with ample opportunity to engage in physical activity daily, either outside or in a section of the hall if the weather prevents outside play. They enjoy indoor hockey or building dens. All children enjoy very good opportunities to use a wide range of tools and implements that support their hand to eye coordination and small muscle skills. These include using scissors, spreaders, knife shape cutters, rolling pins and pastry cutters with the play dough, as well as sewing for the older children, in craft activity.

Children's individual dietary needs are met well and systems are in place to keep staff up to date with individual children's current needs and preferences. Children's packed lunches are stored appropriately and children are provided with a variety of fresh fruit at snack times. They can access water readily throughout the day when they feel thirsty or after exercise, consequently they are learning to take responsibility for their own wellbeing.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The premises are suitably organised with sufficient space for the children to play. The playrooms and entrance areas provide a welcoming environment for children and parents, with displays of the children's artwork and information for parents. The after school club children have access to the library for quiet activities but no access to a comfortable relaxing area. Children have access to a wide range of safe and developmentally appropriate toys and resources. Staff safely access the toys and equipment from the walk-in store room in the after school club and provide additional toys at the request of children. Nursery children readily access toys and resources from low level storage set out to promote their learning and create a stimulating, interesting environment.

Children are learning about keeping safe appropriately and staff use reminders about the safety rules of the setting, for example, do not run, inform staff when going to the toilet or to play outside. Security of the setting is consistently maintained through the use of a camera, intercom

and bell system and staff supervise the children very well to help keep them free from harm. A risk assessment is carried out regularly by the appointed person within the school, and childcare staff check the premises on a daily basis before the children arrive. Regular practises and assessment of the emergency evacuation procedures are carried out in the nursery so that children become familiar with what to do and staff can evaluate any action required to further improve fire safety. However, the emergency evacuation procedure has not been practised by the out of school club.

Children's welfare is monitored because staff understand and are confident in their role in child protection and are able to put appropriate procedures into practice when necessary, based on national and local guidance.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy and achieve because the staff provide appropriate activities and have weekly plans with a main emphasis being on children's enjoyment. Children throughout the setting play cooperatively at a variety of games, wait their turn and assisting the younger children to understand the rules. They show an interest in what they are doing and are engaged and occupied in the activities provided. Children's self-esteem and confidence is promoted effectively because the staff talk to them about topics of their choosing. Relationships are good. Staff praise children and comment on how lovely their work is; as a result, children's sense of self-worth and achievement is developed. Children's work is displayed either in their rooms or on their designated display board in the school.

Young children make good progress in all areas of their development. Independent access to a wide range of equipment and defined play areas means children are purposefully occupied and self-sufficient in selecting resources. Staff make best use of children's independent activities to extend their learning. Adults are particularly skilled at involving children in the activities and asking questions which challenge children or develop their ideas. Staff refer to the 'Birth to three matters' framework to plan purposeful activities for the younger children. Pre-school children follow the stepping stones to help them to make progress towards the early learning goals. Staff provide and deliver an interesting programme of themed, planned activities that cover various aspects of children's learning. This enables children to make links in their learning. These planned activities stretch children's imaginations and capture their interests.

Nursery education

The quality of teaching and learning is good. Staff have a good knowledge of the curriculum guidance for the Foundation Stage. Plans show what children are to learn, how staff are to be deployed and what resources are needed. Assessment and recording systems assist staff very well in planning what children need to learn next. Staff provide and deliver an interesting programme of themed, planned activities that cover various aspects of children's learning. Children enjoy the activities on offer and have good levels of concentration. This enables children to make links in their learning. Children are happy and settled due to the calm, positive interaction of the staff.

Personal social and emotional development is a real strength in the group. Children relate well to each other and enjoy a good relationship with staff. They enter the nursery happily and confidently and settle to play. Children show care and concern for others, for example, they readily find a chair for a younger child at snack time when they note she is starting to get upset.

Children readily sit with friends at meal times and converse with each other. They show care for living things in the environment, for example, growing plants and looking at insects. All join in to help to tidy away helping each other to ensure that toys are placed in the correct containers.

Children are good listeners, confident speakers and listen attentively to group stories, joining in appropriately.

They see print used for a variety of purposes. For example, there are posters, labelled displays, printed instructions and resource books, which assist children to focus on the themes as well as promoting positive interactions with each other. Children readily recognise their name cards at registration time. They recognise and sound out the letters that start the days of the week for the weather board, at carpet time. Children's writing skills are developing well, they spontaneously make their own notes in the role play area and write messages on cards in the craft area.

Many children count confidently some to 11 as they count children at registration. They use early addition and subtraction during daily routine activities, such as working out how many chairs they need at snack time as well as through mathematical games. Children see numerals as labels in the environment, for example, on charts and displays. They frequently refer to numbers during spontaneous play activities. Children know the names of flat shapes and refer to them in their play, as they set up the road signs on the road mat. They use positional language well in physical activity as well as during small world play when they explain that they 'put the doll on the bed and the baby hides under the bed in the bedroom'.

Children explore the environment and frequently construct using a range of toys and materials. Children enjoy the texture of the sand and experiment with change as they mix more and more water to it, verbalising all the time to themselves, what they are doing and that their hands feel sticky and cold. Some children are developing very good computer skills, in particular competent mouse control skills including moving items around the screen and manoeuvring between programmes while enhancing their numerical and literacy skills. However, children have less access to explore and experiment with mechanical, audio and programmable toys. Children are familiar with a wide variety of resources, such as paint, crayons, glue, tape, treasury tags, glitter, stapler, sticky paper and use them for their own purposes. For example, a child collected some small flowers while outside, then decided to stick them onto a piece of card with sticky tape to give to her mum as a present. Staff successfully ensure that children have sufficient time and freedom to explore their own ideas and are given appropriate support when they require help. Overall, children are making good progress towards the early learning goals.

Helping children make a positive contribution

The provision is good.

Children are helped to consider and value diversity because there are various books, dressing up costumes, dolls, play figures and puzzles which show positive images of culture, gender and people with differing abilities. However, these are not fully utilised by all staff to foster children's knowledge and understanding effectively. Children with disabilities are fully included in the setting because staff are very committed to inclusion and are enthusiastic about continuing to keep up to date by undertaking relevant training. They liaise well with parents and relevant professionals to ensure that they plan and work together, using recognised and consistent techniques, which benefit children with specific needs. Children's spiritual, moral, social and cultural development is fostered.

Staff discuss behaviour with the children and explain the consequences of their behaviours in order for them to understand the reasons why rules are in place. Children behave well and work very harmoniously together, because staff are vigilant and effective in teaching children how to behave well and to consider others. For example, children readily help others to operate the computer, or take turns with different tools in the sand.

Children are warmly greeted with their parents and relax into the free play time before the registration starts when children are gathered on the carpet area. Children join in very well, take responsibility and play confidently because the warm environment and friendly staff help children feel at home from the outset. Children's emotional well-being is promoted very well in the setting because staff are kind, sensitive and reassuring. As a result, children are confident and happy. Staff make special efforts to greet all parents and children, ensuring that any information is exchanged and noted for the session ahead, including collection details and details affecting the children's needs.

The quality of partnership with parents and carers of educational funded children is good. Children receive consistency of care between home and nursery because staff communicate well with parents. The staff compile photographic evidence of the range of its activities, which show children's individual achievements in a booklet shared with parents and the key worker throughout the year. Parents informed the inspector that they value the ongoing diary exchange for the younger children that takes place, to ensure continuity of care between home and the nursery as well as an exchange of information. Parents are warmly welcomed and chat to staff readily when they collect their children, which contributes appropriately to the well-being of the children.

Organisation

The organisation is satisfactory.

All children are settled and relaxed, and staff work well together as a team to provide a warm, caring environment for children and their parents. Rooms are well organised to enable children to initiate and extend their own play and learning. Space, both indoors and outdoors, is laid out to maximise play opportunities for children. Staff deployment contributes effectively to children's good health, safety, enjoyment and achievement and ability to take an active part in the setting. This is because staff work well as a team.

Recruitment and vetting procedures work well to ensure that children are well protected and cared for by suitable staff with qualifications in childcare. This ensures an experienced, consistent and skilled team work with the children. Contact information and information about vetting, training and qualifications is available on site. However, the committee did not inform the regulator about the change to the manager of the out of school club, which is a breach of regulation. Staff are given opportunities to improve their knowledge by attending courses and workshops and they are committed to their own self development to ensure a good standard of care is provided for the children.

The leadership and management of the nursery education is good. The manager and committee provide effective support to all staff. Staff have a good knowledge of the National Standards and take time to evaluate the group's strengths and weaknesses and develop practice. Good support is in place for all staff, for example, clear policies and procedures are in place as well as an induction and a staff development plan. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Staff have worked hard to achieve the care and education recommendations set at the last inspection.

A formal appraisal system has been developed which also includes a self evaluation for staff to undertake. An induction system is now in place and includes health and safety and child protection as well as other areas of policy and procedures. The behaviour management policy has been developed to include action to be taken in the event of an incident involving physical intervention by staff. Named deputies are now in place.

Staff have improved the systems for the assessment of what children do and effectively use this information to inform future planning. Experiences for children to develop their writing has been improved by the introduction of mark making materials around the room and different writing materials, for example, children use diaries in the home role play area. Children solve mathematical problems during every day activities and routines as well as through making and using a height measuring chart. A work station has been developed that is stocked with a variety of materials, for example, sticky tapes, staplers and treasury tags to enable children to join and construct as they wish during their play. A large wooden and rope outdoor activity and climbing area has been developed for use by the children to enhance their physical development, in particular their climbing skills.

Information sharing with parents has improved very well and has been commented on positively by parents who are now better informed about their children's progress and development.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

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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):

- ensure that the emergency escape plan is practised with the children in the out of school club

- review the use of resources which reflect positive images of culture, gender and disability to ensure they are fully utilised by staff to foster children's knowledge and understanding of the wider world
- ensure that Ofsted is informed of any changes in the registered person or person in charge

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):

- develop resources to increase children's experiences to explore and experiment with mechanical, audio and programmable toys.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk