

Newtown Nursery School

Inspection report for early years provision

Unique Reference Number	EY258620
Inspection date	24 April 2007
Inspector	Cynthia Walker
Setting Address	West Street, Colne, Lancashire, BB8 0HW
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Registered person	Newtown Early Years Centre
Type of inspection	Integrated
Type of care	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.

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?

Newtown Early Years Centre was registered in 2004. It is a committee run service for working parents and is attached to the Newtown Nursery School in Colne. The Early Years Centre is situated in a single storey building with its own entrance. The centre includes a self-contained baby unit, a large playroom with toilet facilities attached and a staff room. The community room, dining area and main office are shared with the nursery school. There is access to safe and secure outdoor play.

The centre is registered to provide day care for a total of 39 children under the age of 5 years at any one time. There are currently 76 children on roll, of which, six children are in receipt of funding. Children are drawn from the local community. The centre supports children who have learning difficulties or disabilities and children with English as an additional language. Children attend for sessional, full day care, lunch club and before and after nursery sessions.

The centre is open five days a week Monday to Friday, all year round excluding Christmas, New Years Day and Easter. Opening hours are from 08.00 until 18.00. The committee employs nine staff that work directly with the children; all staff hold appropriate early years qualifications.

An administrator is employed to work part-time. The centre receives support from the local authority, and is completing the Lancashire Quality Kite Mark Scheme.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are well nourished and enjoy a variety of nutritious meals and snacks which include a wide selection of fruit and vegetables. The centre has a 'smiling for life' policy which is reflected in the four weekly menus and the packed lunches provided by parents for children who attend the lunch club. Children are able to access regular drinks of fresh water throughout the day. Dietary needs are discussed with parents and efficiently recorded, to ensure the children's individual needs are met.

Children are developing an effective understanding of personal hygiene as they become increasingly independent around personal care, as they wash their hands after going to the toilet and before food. Staff demonstrate that children are cared for appropriately if they have an accident or need medication because they follow effective procedures. Clear written procedures are in place to support children if they are ill. Detailed information from parents and carers on the children's daily routines enables staff to ensure they have effective rest or sleep.

Regular use of the outdoor area promotes the children's physical skills. They move confidently around the outdoor area negotiating space as they control the wheeled toys. Children access the centre's outdoor area and also have some access to the nursery school's outdoor area and park. The introduction of a small slide in the playroom enables children to confidently climb the steps and use the slide. The children's physical development is supported by resources which include a varied selection of wheeled toys, balancing equipment, a large climbing frame and a selection of small equipment, such as bats and balls.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a warm, secure environment where risks are identified and minimised. Clear explanations on how to use the chairs appropriately develops children's understanding of keeping safe. Regular fire practises enable children to develop an understanding of fire safety.

The centre is welcoming to children with colourful displays which reflect their own artwork within all areas. Both rooms are creatively arranged to allow children to move spontaneously and independently around all areas of play and learning. There is a good range of resources which are appropriate to all the children's ages and stages of development. The resources are effectively arranged to allow children to make individual decisions about their play and learning. Toys are regularly rotated to maintain the children's interest and involvement.

Children are sufficiently safeguarded by the staff's secure understanding of child protection procedures which are in line with the Local Safeguarding Children Board. However, the centre's child protection policy does not include procedures to follow in the event of an allegation being made against a member of staff to protect the welfare of the children.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy their time in the centre and arrive happy and eager to participate. There is a detailed assessment programme in place which reflects the needs of children under three. Assessments on children under two are being used to directly inform the planned programme of activities which is clearly linked to the 'Birth to three matters' framework. However, the adaptations reflecting the needs of children under three are not clearly included in the activities planned for the older children which does not support their learning.

Children acquire new knowledge and skills as they join in a wide range of interesting activities. Individual files include examples of work, and photographs highlight the varied activities children under two have been involved in. Younger children enjoy the sensory experience of experimenting with shaving foam as they squeeze the foam through their fingers. This is extended as 'gloop' is introduced on to the easel and children attempt to catch the mixture as it runs down the board. Younger children are fascinated by the individual books of their families as they turn the pages and examine the pictures. The children under three enjoy experimenting with water and concentrate on filling and emptying a variety of containers. They observe their faces in a mirror and identify the different aspects, such as eyes and noses and then recreate their image on a pre-cut shape of a face.

Nursery Education.

The quality of teaching and learning is good. Children make good progress because staff have a secure understanding of the early learning goals. A good range of interesting activities are planned which motivate children in all areas of learning. Children's starting points are determined from information gathered from their previous years within the nursery. A thorough assessment programme enables staff to establish the children's next steps for learning and include these into the weekly planned programme of activities. Staff use constructive support and effective questioning in most areas, although, this is not reflected within the daily routines for some mathematical development. Resources are arranged for children to take responsibility for their own learning. Staff provide an interesting and welcoming environment.

Children are motivated to learn and are interested in the broad range of activities available. They use their initiative and take responsibility for their own play. Children persist at activities for long periods and demonstrate good concentration as they complete foam models or whilst participating in table games. Children are good communicators and use language to relate experiences from home, such as going to dancing class and to negotiate how they are going to assemble their long snake. They enjoy listening to stories and with staff support, relate aspects of a story to cress seeds they had planted the previous week. Children begin to use marks for a purpose as they attempt to write their names on their artwork. They reinforce their counting skills within the daily routine as they count how many children are present and how many pieces they have for a matching game. Children use a variety of resources to construct a range of different models which include space rockets from foam pieces and an enormous snake from magnetic rods. They confidently access the computer and are developing their skills in the use of the mouse. Children use their imagination in art by experimenting with a variety of media and materials which are reflected on the walls of the centre. They use available props to support role play as they convert the dressing up trolley into a bed with cushions and pretend to go to sleep.

Children have established positive relationships and confidently initiate interactions with other children and all adults present. They demonstrate a good awareness of the behaviour codes of the group and are confident within the routines. Children explain that they enjoy coming to the centre and like all the activities, particularly creativity.

Helping children make a positive contribution

The provision is satisfactory.

Children are developing a positive attitude to others through the provision of a suitable range of resources which include books, musical instruments, small world figures, toy utensils and some dressing up clothes. Activities which enable children to develop an understanding of their own and other people's cultures are included in the planning. Discussions with parents establish children's individual needs and the completion of the booklet '8-6 plan' enables parents to give specific details about routines and personal needs. There are appropriate procedures in place to support children with learning difficulties and disabilities. Children's spiritual, moral social and cultural development is fostered.

Children behave well as they respond to the calm and consistent responses from staff. They play harmoniously together by taking turns at activities, such as table games and share resources whilst playing in the water. Although there is a written behaviour policy this does not include information on bullying to ensure children's welfare and development is promoted. Younger children are developing self assurance from close and effective relationships with staff.

Parents are actively welcomed into the centre and the ongoing needs of the younger children are shared through detailed daily information sheets. Sensitive settling in procedures enable parents to visit until they feel confident to leave their children in the care of the centre. Parents contribute to a 'family book' which includes pictures of members of the family which babies enjoy looking at, effectively developing their self-esteem.

Partnership with parents is good. Parents receive clear information about the setting through a parents pack, noticeboards and quarterly newsletters. Information is given to parents highlighting specific ideas to support their children's learning within the home, for example, looking at different colours. Key workers share information verbally on a daily basis about the older children and parents evenings allow parents to discuss their children's progress and access their assessment records. The provider takes sufficient steps to keep the parents informed about all the relevant policies and procedures.

Organisation

The organisation is satisfactory.

Most of the required documentation which contributes to the children's health, safety and well-being is in place. However, the child protection policy does not include procedures to follow in the event of an allegation being made against a member of staff, which is a breach of regulations.

Space within the centre is well organised and enhances play opportunities for children. Although there is a system for registering children's attendance, the staff do not take direct responsibility for this to ensure the safety of children is maintained. Policies and procedures are clearly presented and although there are some omissions, policies are reflected in daily practice. Effective employment and recruitment procedures are in place to determine the suitability of staff members to safeguard the children attending the centre.

Leadership and management is good. Although the manager has only recently been appointed the staff are working together as an effective staff team. Regular staff meetings and planning meetings on a weekly basis ensure consistency is maintained in improving outcomes for children. The centre has the support of a teacher within the staff team who takes the lead and supports staff in the planning of the learning programme for children. Although there are effective systems in place to monitor and evaluate the provision for nursery education there are no formal systems in place to assess the overall provision. There is a positive attitude to training with most staff holding appropriate childcare qualifications and an annual appraisal system is linked to training needs to support the care and learning of children. The centre liaises with advisors from the local authority to ensure the quality of education they are providing is maintained. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the centre was given one recommendation in relation to documentation. Children are kept safe with the implementation of detailed and thorough risk assessments which include all areas children access. Appropriate permissions are in place for consent for emergency medical treatment which supports the children's health. Although children's registers are in place they are not the responsibility of the staff which impacts on the welfare of the children present.

Complaints since the last inspection

Since 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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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 the child protection policy includes procedures to be followed in the event of an allegation being made against a member of staff
- ensure planning for the older children clearly reflects the needs of the children under three
- ensure the written statement on behaviour includes bullying

- review the system for registering children and staff attendance on a daily basis.

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):

- review the systems for monitoring the overall provision and ensure simple calculation is introduced within the daily routine.

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