

# Newlands Nursery School Ltd

Inspection report for early years provision

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**Unique Reference Number** 309644

**Inspection date** 08 November 2007

**Inspector** Ann, Theresa Flynn

**Setting Address** Singleton Farm, 17 Tower Lane, Fulwood, Preston, Lancashire, PR2 9HP

**Telephone number** 01772 716 005

**E-mail**

**Registered person** Newlands Nursery School Ltd

**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](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 good.

### **WHAT SORT OF SETTING IS IT?**

Newlands Nursery School Ltd. was established in 1990. It became registered to provide day care for children under eight from the current premises in 1996. The nursery is located in Fulwood, a suburb of Preston in Lancashire with the building itself a converted farmhouse located amidst predominantly residential houses.

Children are accommodated in group rooms on two floors according to age, there is an outdoor play area provided in three zoned areas.

Children may attend on a full time or part time basis from birth until aged five years. The nursery is open all year round between the hours of 08.00 and 17.30 each weekday. The registered provider who is also the day to day manager employs 15 other staff, all but one of whom are either qualified or trained in childcare. A qualified teacher and a cook are employed part time.

The nursery is registered to provide care for a maximum of 63 children at any one time. Presently there are 81 children on roll, 45 of whom are funded nursery education places. The nursery supports children with disabilities, learning difficulties and children who speak English as an additional language.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children enjoy a very good range of physical activities both indoors and outdoors, providing them with daily access to fresh air. They enjoy a range of resources including construction games, water, a container of compost in which to dig, tyres for children to balance on. They enjoy activities indoors, such as construction games, water, sand and painting, all of which helps to promote children's health, well-being and enjoyment.

Children stay healthy because staff follow good hygiene practices. For example, they clean tables for meal and snack times and children are reminded to wash their hands following craft activities and prior to eating their snack.

A sick child policy is in place which involves comforting sick children and contacting parents if required. Children have opportunities to rest or sleep in the quiet rooms both on the ground and first floors using sleep mats, children also have settees on which to rest if required, thus helping to cater for the needs of children who are tired or sick.

Children are well nourished through the provision of healthy snacks and meals, which are freshly prepared on the premises. Meal time provides a social occasion with children and staff sitting together. Children have free access to drinks throughout the day and are developing their personal independence by accessing snacks as and when they choose which is available as a continuous provision.

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

The provision is good.

Children are cared for in a secure indoor and outdoor environment. The environment is bright and colourful, with children's work, photographs and mobiles adorning the walls, all of which contribute to providing a welcoming and safe environment for the children who attend.

Many varied resources are available at child height, which children freely access, thereby providing children with many safe choices for their play. Space is well organised into planned areas within the nursery rooms, which enables children to enjoy varied choices from a balanced range of continuous provision, both indoors and outdoors.

Children are beginning to learn to keep themselves safe within the setting, by being involved in emergency evacuation practises. Children are kept safe on outings because good staff to child ratios are maintained. Staff explain to children, about road safety and about stranger danger, thus helping children to develop their understanding of how to keep themselves safe when away from the setting.

Children are well protected because staff understand the correct procedures to follow in the event of concerns about the welfare of any child in their care. Staff access safeguarding children training and can access information regarding the safeguarding of children, which is available within the setting, thereby ensuring their knowledge is current and accurate, thus helping to keep children safe.

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

The provision is good.

Activities and opportunities provided for children are good. A varied, stimulating and interesting range of age appropriate resources and activities are available. These include areas of water play, sand play, craft activities, painting, puzzles, role-play and an area in which children freely access books. Children also enjoy experiences and activities outdoors. All of which provides interest, stimulation and challenge to help children progress and enjoy their time at the setting.

Staff are well deployed offering good support and guidance. The children initiate their own play within the role play area, socialising well as they discuss the 'baby they are to feed', thus developing their social skills, language and imagination. Staff are available to offer support and guidance when necessary, for example, within the sound listening activity, which helps to maximise children's learning experiences.

The 'Birth to three matters' framework is followed for the younger children and activities are differentiated within planning to cater for the needs of all children who attend. Topics or themes are followed throughout the setting and the continuous provision links into the theme. For example, the autumn topic has leaves and twigs within the compost play and the displays reflect autumn, which helps to enhance children's learning.

### **Nursery Education**

The quality of teaching and learning is good.

Children benefit from the staff's sound knowledge of the Foundation Stage and effective teaching helps children make good progress towards the early learning goals. Children are questioned and challenged by the staff, who ask appropriate questions to help children to learn at their own pace. For example, they ask children questions in mathematical terms, such as 'how many animals are required to fill the cages' within the computer game. Staff also use spontaneous events to extend children's learning, for example, during group time when staff talk about where children have been and what they have done. Questioning the children about foods they like and dislike during snack time, all of which provides appropriate questioning to make children think and help them to learn.

Children are encouraged to be independent and are able to make their own choices for learning. For example, children choose their own activities, they choose to play in whichever room they wish and they choose to access their snack when they wish and access their own outdoor wear when going to play outdoors, all of which help's children to develop their independence.

Children are developing confidence through appropriate praise and encouragement. For example, when they help to tidy up, when they create pictures using wooden shapes and tacks, when they help each other, for example, carrying wellington boots for their friend to play outdoors, all of which helps to develop their confidence and self-esteem. Children are socialising well as they learn to wait until their peers are in line before playing outdoors and learn to share resources when playing in the water. A child carries over a jar of topping for her friend to access for their toast and proceeds to hold the jar whilst her friend spreads the topping on toast, thus helping to develop their understanding of how to share and care for each other. Children's personal independence is developing as they put on their own aprons prior to playing in the water or painting.

Children are developing their literacy skills as they listen to various sounds on a sound tape and are able to consistently identify the names of those sounds. For example, fireworks, sheep, guitar and snoring. Mark making is available to children as they have access to a mark making area. However, there is no opportunities for children to mark make within the role-play area.

They are developing their understanding of mathematics, as they count pictures on their picture boards during the sound game. Opportunities for children to calculate are provided as they are asked how many animals are required for the cages within the computer game. Children are beginning to understand about shape, space and measure as they make picture shapes using tacks and wooden shapes on boards.

Children's creativity is developing well through good experiences, such as painting, gluing, construction, tactile play including play dough and compost and imaginary play within the role-play area, which provides good and varied opportunities to develop children's creativity and imagination.

Planning is clear and identifies how all six areas of learning are to be delivered. Children's assessments and observations are used to inform future planning. Assessments and observations of the children are undertaken to ensure children are appropriately supported and challenged. However, the system of recording children's progress, does not clearly identify the next steps in children's learning within each of the six areas of learning, and there is no system in place to record children's learning or starting point when they begin their time at the setting.

Evaluations are effective because the learning objective clearly links to the evaluations undertaken and staff are supported by the teacher on the staff team to ensure planning and evaluations are effective in helping children to learn.

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

The provision is good.

Children are developing their awareness and understanding about diversity, through discussion and activities, such as topics involving Eid. Resources are available which reflect diversity, including books, puzzles and dressing up clothes, and children are made aware of others cultures by, for example, being involved in making food from other countries, dressing in traditional dress and by discussing the needs and cultures of others, thus raising children's awareness of the diverse society in which they live.

Children are valued, included and have their individual needs met appropriately. Children's all round needs are catered for and all children are included within the setting. Staff work consistently with parents, carers and with other professionals to provide continuity of care and to aid children's development, thus working in the best interests of the children.

The behaviour of children is good. They accept and work with age appropriate strategies, praise and encouragement, to promote positive behaviour. For example, praise is provided to children when helping to tidy up and when they create their own pictures using wooden shapes and tacks, thus helping to develop children's confidence and self-esteem.

Children's spiritual, moral, social and cultural development is fostered well as they learn to take turns, share and help each other, for example, when helping each other to access their outdoor clothing.

The partnership with parents and carers is good. Children's individual needs are well met because of the good relationships which have been established with parents. Information is shared through written policies and procedures, daily discussions and diaries, newsletters, open evenings and parents evenings, ensuring parents are fully informed. Parents are involved with their children's learning by being invited into nursery to engage in activities with the children. A home to nursery link is developed through the use of story sacks which go home with children to provide opportunities for parents to become involved with their children's learning.

Parents are well informed about the curriculum through booklets regarding the 'Birth to three matters' framework and the Foundation Stage, which provides information about how their children learn and progress.

Parents spoken to discussed positively the staff team and how they respect both the children's and parents individuality and various beliefs. Discussion involved positive comments about the way they are kept informed about their child's progress and of how happy their children are at Newlands, thus demonstrating the good relationships which have been developed with parents.

## **Organisation**

The organisation is good.

Time and space is organised effectively so that children are able to independently play and relax within the setting. Children access varied resources both indoors and outdoors, which helps in promoting their all round development. Time is effectively organised to cater for structured, free play and meal times, therefore, meeting children's individual needs.

Good procedures are in place for the recruitment of staff, of whom, all but one are trained in childcare, one of the staff holds a teaching qualification and the setting employs administrative support. Staff meetings are regularly undertaken and staff spoke of receiving good support from the management team. Good staff to child ratios are maintained, thereby ensuring that children receive appropriate levels of support to help their individual developmental requirements.

Documentation is well maintained in line with the National Standards and therefore helps in promoting the safe and efficient management of the setting. Thus, the welfare and care of children is maintained. However, children's individual learning plans are displayed on the nursery wall, thus compromising confidentiality and the staff attendance register does not clearly identify staff and students.

The quality of leadership and management of the nursery education is good. There is a clear understanding by staff of the 'Birth to three matters' framework and the Foundation Stage curriculum and staff are clear on their roles, responsibilities and deployment areas. Curriculum planning is in place and is implemented, delivered and monitored by all staff. Monitoring of the curriculum is undertaken through regular staff meetings and helps to ensure the provision of nursery education is effective in helping children progress.

New staff are inducted and there is a formal staff appraisal system in place, through which staff's training needs are identified and appropriate training accessed, thereby helping to maintain the good service provided to children who attend Newlands nursery.

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

## **Improvements since the last inspection**

Following the last inspection there were two recommendations raised relating to documentation and the temperature of the children's midday meal.

Both recommendations have received attention. The child protection policy has been revised to include the procedure should there be any allegations against staff or volunteers. Also the procedure for serving the midday meal to ensure it is of an appropriate temperature when served to children has been revised.

Due to the action taken the care and safety of children has been enhanced.

## **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.

## **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 documentation by ensuring the staff attendance register clearly identifies students and by ensuring confidentiality is maintained in relation to children's Individual Education Programmes.

### **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 opportunities for children to mark make by providing mark making resources within the role-play area
- develop children's assessments by ensuring assessments clearly identify the next steps in children's learning in all six areas of learning, and by developing a format for recording where children are at in their learning as they begin their time at the setting.

**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](http://www.ofsted.gov.uk)**