

# Holcombe Brook School Nursery Ltd

Inspection report for early years provision

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<b>Unique Reference Number</b>	316760
<b>Inspection date</b>	15 January 2008
<b>Inspector</b>	Christine Marsh
<b>Setting Address</b>	Holcombe Brook CP School, Longsight Road, Ramsbottom, Bury, Lancashire, BL0 9TA
<b>Telephone number</b>	0120 488 2404
<b>E-mail</b>	
<b>Registered person</b>	Holcombe Brook Nursery Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 satisfactory. 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?

Holcombe Brook Nursery opened in 1998 and is situated in the grounds of Holcombe Brook Primary School which is located in the residential area of Holcombe Brook, Bury. It is run by a management committee. The nursery is housed in a large classroom within the school. The school playground is accessed for outdoor play. The nursery serves the local and wider communities. The nursery staff also provide a before and after school care service for children in the reception year.

A maximum of 26 children may attend at any one time. The nursery opens five days a week for 44 weeks a year. Sessions are from 08.00 until 17.30. There are currently 25 children aged between two and five years on roll, of these, 17 children receive funding for early education. Children attend for a variety of sessions. The nursery currently supports several children with learning difficulties.

The nursery employs five members of staff, all of whom hold appropriate early years qualifications. The nursery receives support from Bury Childcare and Extended Services.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children are cared for in a bright, clean environment. They are protected from infection by staff who promote appropriate hygiene practices. For example, children know to wash their hands after using the toilet or before eating. An appropriate nappy changing routine ensures children are kept clean and comfortable. A dentist visits to talk to children about the importance of cleaning their teeth. Staff have current first aid certificates and their knowledge helps to maintain children's health in the event of any minor accidents. Children's health is maintained through these measures.

Snack times are pleasant sociable occasions where staff sit with children and chat to them. However, food is passed directly to children so they do not have anywhere to put it down other than the table. The school canteen staff provide lunch for the nursery children. Individual children's specific dietary needs are appropriately met. Fruit and vegetables are provided as part of meals and for snacks contributing to a nutritious diet. There is a friendly informal atmosphere as children sit together at the large table and are offered the choice of a banana or a tangerine. They peel their fruit with support from staff if they need it. There are two snack times during the afternoon so that all children, including those who arrive after a day in the school's reception class, have at least one snack. This helps to ensure that children have enough to eat at suitable intervals throughout the day. Children are beginning to learn independence as they sometimes pour their own drinks. They have continual access to fresh water during sessions which helps to keep them refreshed.

Children who are indoors develop their fine motor skills through cutting activities, painting and playing with sand. They play games, such as coloured corners that reinforce their knowledge of colours as well as developing children's large muscles as they run around the large space. Staff organise obstacle courses so children learn to move their bodies in different ways as they navigate the space and use the equipment in the school hall. Outdoors children benefit from fresh air as they take part in a range of activities. They benefit from opportunities to engage in strenuous exercise as part of a healthy lifestyle. If children are tired, fold up mattresses are available for them to rest on in the book corner. In this way children's needs for active and quiet periods are successfully met.

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

The provision is good.

The premises are safe and secure and a welcoming environment is created. Space is well organised with different areas to play in. The setting is well equipped with an extensive range of toys and equipment that is in good condition and is age appropriate. Resources are clearly labelled and many of these are accessible to children who are developing their independence through choosing additional resources to develop their play.

The school hall is used for physical activities and outdoors there is a semi enclosed play area as well as an extensive playground area for children to play on bikes and with balls. Playground markings provide children with lines to walk on to increase their balancing skills, plus opportunities to recognise numbers as they play games with staff. The bike track helps to increase children's coordination as they pedal around within the lines. Staff play games incorporating stopping at traffic lights as children ride on bikes. This develops children's

knowledge of crossing roads safely. Staff also talk to children about 'Stranger danger' which helps them learn to keep themselves safe.

Fire drills are undertaken on a monthly basis so that children are fully aware of the procedure and learn to keep themselves safe. The school also undertakes fire drills which the nursery engages in. These use a different warning system and the nursery children are taught to recognise both systems so that they are protected in the event of an emergency.

Staff undertake risk assessments on toys and activities noting hazards and taking appropriate action. Children are taken on outings locally, for example, to visit a local home for older people where they sing songs along with children from the school at harvest time and at Christmas. Children also learn about how to maintain their personal health and safety as part of their topics, for example, fire fighters come along with their fire engine and a nurse visits, to further children's learning about 'people who help us'. Staff are trained in child protection and have a good knowledge of appropriate procedures. This promotes children's welfare and safety.

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

The provision is satisfactory.

Children are well settled in their setting and they show familiarity with daily routines, which helps them feel secure. Staff have a sound understanding of young children's needs. Children enjoy making dens and sitting chatting together in a large toy vehicle. They benefit from the companionship of other children and staff. Malleable play opportunities are always available, such as play with dough, clay, sand and water. These help to develop children's concentration and their fine motor skills.

The same topics are taught to all children but staff focus on one age group which they plan for. A key worker system operates and children spend some time in groups doing focused activities with their key worker.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff are knowledgeable about the Foundation Stage and ensure that the six areas of learning are covered in their planning. Planning incorporates long, medium and short term plans to support children's learning, it does not however, currently provide full details of the ways in which individual children are to be supported, in order to learn effectively, or detail the next steps in their learning. In each of the areas of the room information is displayed suggesting resources, key questions and key vocabulary that can be used to develop children's learning. Children are progressing well for their ages and staff motivate them by providing activities that are generally developmentally appropriate. Individual 'learning journeys' are currently being introduced and these will record children's development in relation to the stepping stones.

Children self register looking for their name cards at the beginning of the session. They experience group times on the carpet area, for example, where they have the register and group sessions with their key worker where they do focused activities. Older children, for example, copy adult's writing, however there are currently limited opportunities for them to mark make during free choice and role play activities. Children sing rhymes doing the actions enthusiastically and suggesting songs to sing next. The book corner is comfortable with large cushions, a carpet and numerous books, however, these are piled on the shelves so they do not display many of the covers to entice children. Nevertheless children enjoy looking at books, handling them with

care, turning the pages intently and begin to realise that print carries meaning. Children are ready to regularly enjoy listening to their favourite stories.

Children learn about numbers through regular singing sessions where they join in songs, such as 'Five little monkeys bouncing on the bed' which staff adapt depending on the number of children present. Children learn to count and become familiar with written numbers through group activities, for example, they play with large dice with staff counting the spots and beginning to appreciate the different values these represent. Children use number cards from the number line to support their activities. Carpet activities familiarise children with larger numbers, days of the week and months of the year, as they complete the daily chart. They learn about nature and their local environment by visiting the nearby pond to see the tadpoles and learn about the life-cycle of frogs. Their learning is supported by pictures showing the different stages of development which they observe first hand.

Children demonstrate good self help skills as they readily access resources, such as construction materials, paper and aprons for painting. They have individual drawers where they can store their pictures and work to take home. Children are at ease and comfortable within the setting. Friendships are evident and staff support children as they begin to learn to share toys. Children enjoy playing in the home corner where they invite staff to join in their tea parties. Children nurse dolls and chat to one another during their play. Role play is encouraged by the staff who set up the structured play area to support different themes, such as a garden centre and a cafe. This helps children learn through engaging in role play in different settings.

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

The provision is satisfactory.

Children's individual needs are successfully catered for. Where children have learning difficulties, staff liaise sensitively with the child's parents and other professionals to support children's development and progress. Resources support children in their learning about the wider world, for example, a range of dolls and posters, represent people from different cultures and with disabilities and celebrate difference. Books, for example, include some in two languages. Children learn about other cultures and beliefs through first hand experiences. In these ways staff ensure that equality of opportunity is actively promoted and children learn to view difference positively. Children's spiritual, moral, social and cultural development is fostered.

Children generally behave well and are learning to work harmoniously with others as staff support them in taking turns and considering feelings of others. Staff provide good role models and are consistent in their treatment of children. Children are praised frequently for their hard work and their appropriate behaviour. Through this support children are developing self-esteem, learning to understand right from wrong and to behave appropriately.

Relationships with parents and carers are supportive. Children are welcomed into the nursery. Newsletters inform parents of the activities planned, such as a graduation ceremony in the summer term before children leave to go to primary school. Children in the reception class in this school can come to the nursery for the before and after school sessions. This provides young children with an environment which they are familiar with and where children are of a similar age. This helps to build children's confidence and increase their enjoyment during their time away from home. Staff have very good links with the primary school. Staff from the other local schools that children move to, sometimes visit to meet the children and ease their transition to primary school.

The partnership with parents and carers of children receiving nursery education is satisfactory. Parents are informed about their children's progress in relation to the stepping stones informally and the 'learning journeys' are always available for parents to look at. When children leave these are given to parents. In these ways parents are informed about their children's activities and the Foundation Stage curriculum.

## **Organisation**

The organisation is satisfactory.

The manager is very experienced and has held a leadership role for many years although she is relatively new to the setting. Policies and procedures are in the process of being reviewed and updated to ensure current requirements are met. These help to keep parents informed about the setting and their children's care. Records provide details of each child's needs including consent forms and contacts. Documentation required by the National Standards is appropriately in place. This promotes the safety and well-being of the children.

The manager and her staff are committed to providing a quality service for the children who attend. Two-year-olds have just started attending to meet families needs and these children are settling in very well. The ratios of staff to children are appropriately met. Staff are well qualified and attend training to update and increase their knowledge. Some staff are currently undertaking further professional qualifications to enhance their practice. This commitment helps to promote children's enjoyment of experiences within the setting.

Routines are suitably in place and children benefit from knowing the sequence of events. Space and time are appropriately organised to ensure children benefit from their experiences, for example, large spaces are used for the whole group for physical activities indoors, on occasion, so that children benefit from physical play on most days. During some of the session the children freely access the different areas resourced for their play, such as the construction area, the reading area, the painting area and the home corner. Staff move between these areas supporting children as necessary.

Leadership and management within the setting is satisfactory. Children benefit from the sound leadership of the provision. Staff know children and families well. Children are cared for in a supportive environment which promotes their development. All children are valued appropriately and are able to develop fully in their learning, supported by well trained staff who are suitably vetted.

The manager is organised. The curriculum is evaluated and aspects modified to enhance future teaching and learning. This is especially important as many children attend for two years. Staff work together well as a team to promote children's health, safety, ability to enjoy and achieve, and to make a positive contribution.

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

## **Improvements since the last inspection**

At the last inspection the provider was asked to address several issues, for example, to ensure Ofsted is informed about any significant changes and that parents sign for any medication administered to their children. These measures have been suitably implemented which further promotes children's health and safety.

## **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, that can be seen on request. The complaint 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 satisfactory. 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):

- provide appropriate utensils for children to eat snacks
- continue to revise and update policies and procedures as necessary.

#### **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):

- provide more opportunities for children to mark make during free choice and role play activities in order to further develop their literacy skills
- continue to develop short term planning systems to include the children's next steps and the desired learning intentions.

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