

Bolton School Nursery

Inspection report for early years provision

Unique Reference Number	315995
Inspection date	04 October 2007
Inspector	Anne Mort
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Registered person	Bolton School (Board of Governors)
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?

Bolton School Nursery opened in 1998 and is run by the Board of Governors. It operates from five rooms in a custom built, detached building. The building has three care rooms to the ground floor for the youngest children and two rooms to the second floor for older and pre-school children. The nursery is open each weekday from 07.30 to 18.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

A maximum of 84 children may attend at any one time and there are currently 156 children on roll. Of these, 32 children receive funding for nursery education. The nursery supports children with learning difficulties and disabilities and also supports children for whom English is an additional language.

The nursery employs 24 childcare staff, all of whom hold an appropriate early years qualification. In addition to this, four ancillary staff are also employed. The setting receives support from the local Early Years Team.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in an environment that is very clean and well maintained. Equipment is of a good quality and suitable for children to use. Effective hygiene procedures are implemented by all staff on a daily basis, thus promoting a high standard of cleanliness within the nursery. Children are learning good health and hygiene practices and are protected from the risk of cross-infection. Children's health is promoted and they are fully encouraged to develop self-care skills. Hand washing is a part of the daily routine and children have a desire to be independent when visiting the toilet facility. They automatically know to wash their hands, use a paper towel and deposit it in the nearby bin. Nappy changing arrangements also present as excellent practice.

Staff respond well in the event of an accident and maintain appropriate records. Management use these records as ongoing health and safety checks in relation to the types of accidents that happen and the time of day that they occur. The first aid box is well stocked and all staff hold first aid certificates. In respect of medication, written parental consent is obtained and administered medication is recorded.

Children's physical development is well supported. Children take part in planned or spontaneous activities designed to promote their physical well-being. They develop small and large muscle control. Babies have ample opportunity to handle objects that they can turn round in their hands and are safe to put to their mouth. They feel soft toys of various textures and use push and pull along equipment to aid balance and develop walking skills. Older children have the use of sand, water, pencils, paint brushes, scissors and glue sticks. They learn how to move and control their body in the use of the outdoor climbing and slide equipment.

Children's needs for a diet that will support physical growth and good health are known and understood. This is evidenced in the menus which are displayed for parents. Children understand that their own growth and that of all living things depends on food, sunlight and water. They learn about this, and where certain foods come from, as they use the outdoor garden area to grow flowers and vegetables. Children's individual dietary needs and parental preference are respected and accommodated. Children enjoy their lunch of quiche, potatoes and salad with a chocolate cake for dessert. Staff sit and talk to the children, enabling them to develop their social and conversational skills whilst dining in the relaxed, happy atmosphere.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children and babies are cared for in a very welcoming setting that is child centred and suitable for purpose. Children have access to high quality resources. Their art work is given value and forms much of the decoration of the nursery. Children play in comfort as the staff check on a daily basis that the premises, indoors and outside, are suitable for use.

Staff are very aware of children's developmental stages and each care room is provided with a varied selection of age appropriate resources and those to offer a challenge to a child abilities. These include musical and stacker toys, mathematical and language games, jigsaws, books, construction and creative materials. There is very neat, labelled storage in each room. Children's interests and independence skills are fostered as low storage enables children to self select and return items of their choice. Children make confident use of equipment, they can for instance,

use scissors, the computer, programmable toys, sand and water play tools. Children know where to find and return things.

The safety of children is given due consideration. The premises are locked with a bell entry system. The attractive entrance foyer is staffed at all times and visitors are requested to sign in, wear a visitor's badge and to sign out again when leaving the premises. Safety equipment is in place throughout nursery, for instance, finger guards to doors, electrical socket covers and room gates. Staff are vigilant with cleaning materials and medicines and these are stored out of children's reach. There is a fire alarm and fire fighting equipment, that is checked on a regular basis. Written emergency evacuation procedures are displayed and fire drills are carried out.

On the whole children's safety is protected and they learn to keep themselves safe. For instance, when out on local walks they wear reflective jackets. Children know without being told, not to run indoors, to hold the stair rail and how to use their knife and fork and scissors in a responsible manner. However, hazards were identified that pose a risk to children, in that the cleaning routine in the pre-school results in sand left on the floor near a doorway and a child slips and falls down. The room used for babies to have a sleep is darkened and peaceful but children who are sleeping are out of sight of staff and the listening monitor is non-operational.

Children's welfare is promoted due to the manager and staff being fully aware of their duties regarding child protection issues. The manager is confident in her role and both she and one of the deputy managers has recently attended a course. The provision has contact details of relevant agencies and the manager arranges that parents sign to acknowledge awareness of nursery procedure.

Helping children achieve well and enjoy what they do

The provision is good.

Children play very co-operatively in well maintained rooms that are decorated with their work. Children benefit from staff having knowledge of the 'Birth to three matters framework', as they are presented with appropriate resources and activities. These stimulate children's natural curiosity and rapidly promote their handling skills and social interaction. All children remain very interested and motivated throughout the day due to staff listening to them, engaging them in conversation and using open ended questions.

Children are completely at ease and they receive smiles and praise from the staff, whether a guided or free choice activity. Babies receive one to one care and attention and are frequently held and cuddled. Staff sit on the floor with the babies and smile at them as they show them what a toy can do or observe the babies own attempts at discovery. Babies see and handle age appropriate toys of differing textures, sizes and shapes, to stimulate all their senses. These, together with staff reassurance, also encourage and develop their physical balance and walking skills.

Children are learning responsible behaviour, how to communicate with others and how to care for their environment. They take part in interesting activities, designed to promote intellectual, physical and social progress. They talk together and share the resources, for instance, the play dough, sand and water trays, construction materials, crayons, chalks and the climbing equipment. Staff teach children how to care for living things and make an area of the outside garden available for children to grow flowers and vegetables.

Children are very happy and settled and quickly become engrossed in activities that enable them to acquire new knowledge and skills. For instance, children see the effects of emptying the water tray; the tray gets emptier as they scoop out the water and their bowl gets fuller and heavier as they fill it. They develop hand to eye coordination, for instance, in the use of pencils, crayons, paintbrushes and glue sticks.

Nursery Education.

The quality of teaching and learning is good. Staff have attended training and are actively involved in the planning and delivery of the Foundation Stage curriculum. They have a good knowledge of its requirements and offer children play opportunities to lead them along the stepping stones of learning. The physical placement of furniture within the rooms and use of resources assists teaching and children's learning in making every area accessible and meaningful to children.

The learning environment is stimulating with children's group and individual art work given value and neatly displayed. These, together with photographs of children on task and at play illustrate children's experience of the six areas of learning. Effective systems are in place for staff to observe children at play, assess children's abilities and record a child's progress. A personal file is held for each child. These files illustrate that children take part in various activities that are directly linked to the curriculum, the achievements of the children and the planned steps as to how to take a child's learning forward.

Staff devote time to children's personal, social and emotional development. Children are quickly becoming confident and independent in self care skills, such as using the toilet facility, washing their hands, putting on aprons, helping to tidy up, sharing and helping each other. Children rapidly develop good communication skills and are confident speakers. They use language very well to talk to each other and to the staff about what they are doing and when recalling past experiences. Children develop an understanding of letter sounds and their application to words as they concentrate on one letter a week, bringing in and looking at objects whose name starts with that letter.

Mathematics is used well across the curriculum. Children learn about mathematical concepts, such as, number, shape and size through a host of play activities and daily routines. They learn about diminishing number in their number and rhyming songs. They relate mathematics to the real world. They are aware of different shapes and sizes as they compare and contrast differing house shapes, both in picture form, for instance, a light house, a flat above a shop, a detached property, and when out on local walks. They use shapes for a purpose to be able to make comparisons, evidenced in 'Sally Circle'. This is an attractive display made from circles, illustrating small, medium and large person shapes.

Children's physical development is part of the curriculum and is provided for in the outside play areas. However, they use the same equipment as much younger children and in much the same way. They learn how to move their bodies and negotiate physical space as they run around and take turns on the climbing and slide apparatus. There is no encouragement to use the balls and hoops nearby to use their bodies in different ways and to support specific skills, such as ability to control a ball or jumping with two feet together.

Children develop understanding of the wider world. The seasons of the year form part of the topic work and staff are skilful in their planning and presentation of stimulating activities to interest children in Autumn. Children have been on local walks to view trees and collect leaves

and have good memory recall as they talk about what they have seen. Staff use the tarmac play area outside to draw one huge tree and children animatedly set to work chalking leaves onto this with much discussion and lively conversation. From this activity the children move off to thoroughly enjoy creating their own pictures with the chalks. Children are rapidly becoming confident communicators and ask questions of the staff, the inspector and each other as they continue with their chalk work.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. Staff treat each baby and child with great care and respect and they benefit from staff who know them very well. Babies and older children develop confidence and positive self-esteem through the interaction, care and attention they receive from staff. Children rapidly develop a sense of belonging as they are warmly greeted by staff upon their arrival and staff show an active interest in what children have to say. Children are made to feel special and important. In the pre-school room each child is given the opportunity to be special for a week. They bring in favourite personal items, their own development photographs and family photographs. Staff then set up an attractive display, illustrating the child's home life.

Children are offered a varied range of opportunities to further their understanding of the wider world. They gain insight into the cultures and beliefs of others by celebrating different festivals, such as Chinese New Year and Easter. Resources are made available to promote positive images of culture, gender and disability, for instance, in the use of different dolls and jigsaws. Children also view books, photographs and posters. In addition to this, good use is made of the local environment to enhance children's understanding of their world. They are taken out on a walk where they learn road safety. They are aware of the world of work as they view the postman parking up and emptying the contents of the post box into his sack. They continue on their journey to the local supermarket to purchase flowers for their care room.

All children are very welcome in the setting. Management is proactive in seeking additional help and advice to ensure suitable provision is made for children who have a specific physical or learning disability. The person responsible within nursery for inclusion has attended relevant training. She is fully knowledgeable as to her role in this area. All staff are made aware as she shares her knowledge with them and arranged procedures are effectively put into practice, thus promoting a child's involvement and complete integration into daily nursery life.

Children's behaviour is good. This is due to staff working in a calm and consistent manner with little disruption to children's play and learning when there is a change of activities or resources. Children are fully supported and gently guided. They learn responsible behaviour through the timely intervention of staff who use age appropriate language and methods to help a child control their own behaviour. Children learn how to care for their environment. They share, take turns and tidy up, replacing items in the relevant box or drawer. Staff are interested in the children and use their conversational tone very well to create a happy atmosphere throughout nursery.

The partnership with parents and carers is good. Parents give praise to the manager and staff at the nursery whom they find both friendly and professional. Management are proactive in informing new parents about the setting and the arrangements for the delivery of the 'Birth to three matters' framework and that of the Foundation Stage curriculum in the welcome packs made available to them. Additional information is available to view on the attractive notice

board and on the explanatory notices throughout the nursery. These explain which activities are taking place and also written plans for the curriculum.

Parents are made aware of the policies and procedures within nursery including how and where to take a concern. They are asked to contribute to nursery life by sending in resources, sharing in suggested learning activities and are kept updated about their child's progress through invitation to attend meetings. They can then view their child's individual progression records. These include the portfolio held for a child that demonstrates their learning journey along the 'Birth to three matters' framework and along the stepping stones of the Foundation Stage Curriculum.

Organisation

The organisation is satisfactory.

Effective recruitment procedures mean that safe and suitable practitioners work with the children. A clear induction system ensures new staff are informed of the nursery's policies and procedures. The stable staff team receive opportunities to attend additional training to refresh their knowledge base and update their skills. Staff have had training in the planning and delivery of the 'Birth to three matters' framework and the Foundation Stage Curriculum, thus enhancing the care and learning of babies and older children. The manager and staff work well together and regular staff meetings are held for the exchange of information.

Relevant policies are held and written operating procedures regarding the care and welfare of children are noted in each care room. Staff sign in and out of nursery on a daily basis, this notes their hours of attendance. However, the daily attendance registers in use for children are marked with symbols. They are not always altered when a child leaves and so, do not always note the correct number of children actually present in the room. They also do not note children's hours of attendance and this is a breach in regulations.

Management have a key role in planning and delivering the Foundation Stage Curriculum and leadership and management is good. The manager takes direct responsibility for providing an interesting learning environment that fully supports all areas of learning. There are clearly defined roles for the staff, some of whom have an area of responsibility, and effective communication through meetings and a daily communications book. These support staff in their delivery of quality care and education. The provider continues to take the nursery forward and the vision for the near future is to reconsider the usage of rooms depending on the numbers and ages of children due to start at the nursery.

Children flourish in a setting where there is organisation of physical space and resources. Children have access to ground and first floor areas and an enclosed outside play area. These give ample space for free movement and exploration, thus the opportunity to promote children's care, learning and development is promoted.

Documentation is in place to enable staff to plan activities, resource suitable toys, books and equipment and record children's ongoing progression through the stepping stones of the Foundation Stage Curriculum.

Policies are in place and information held about children safeguards their well-being. Paperwork held is in line with the National Standards for day care and is concise and jargon free. 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 provider was asked to continue to develop planning in relation to the nursery's programme for children's outdoor play. This has been addressed in that management has established time slots for the use of the outside play area to ensure all children have equal opportunity. Staff in each care room are given responsibility to incorporate outdoor play and learning in their activity planning. Children's knowledge, understanding and physical development is supported as, for instance, they have the use of a garden area to grow their own plants, use indoor equipment outdoors and have the use of climbing apparatus. They take part in local walks to collect autumn leaves, learn road safety and to visit the local supermarket.

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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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.

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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):

- take steps to promote children's safety within the setting
- establish a system for registering children's attendance on a daily basis, showing their hours of attendance.

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 staff use of outdoor equipment and their interaction with the children, to encourage children to move in a variety of ways and to support specific skills.

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