

Ullswater Nursery

Inspection report for early years provision

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| Unique Reference Number | 317621 |
| Inspection date | 04 December 2007 |
| Inspector | Stephen Andrew Blake |
| Setting Address | Patterdale School, Patterdale, Penrith, Cumbria, CA11 0NL |
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| Registered person | Ullswater Nursery |
| Type of inspection | Integrated |
| Type of care | Sessional 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Ullswater Nursery was established in 1997 and operates from within Patterdale School in the village of Patterdale, approximately 13 miles from Penrith. Children attending the nursery share a room with the reception school children and also have use of the school hall. A maximum of 12 children may attend the nursery at any one time. The nursery is open each weekday from 12.45 to 15.15 during school term times. All children share access to the school outdoor play areas.

There are currently three children aged from three to under five years on roll. All of these children receive funding for early education. The nursery serves children from the immediate and extended rural areas.

Ullswater Nursery is managed by a voluntary management committee made up of members of the local community and employs one member of staff working alongside the reception class teacher. All adults working with children hold appropriate early years qualifications.

The setting is a member of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children thrive because staff provide a clean and well-maintained environment and have established robust systems to monitor the medical needs of individual children. Staff follow effective procedures and practices which meet the children's physical, nutritional and health needs. They provide children with a good level of support and guidance to help them gain and develop an age-appropriate understanding of hygiene and personal care.

Children enjoy a good range of age-appropriate activities that enable them to explore, test and develop their physical skills. Staff have a sound understanding of the 'Curriculum guidance for the foundation stage' and a thorough awareness of each child's stage of development. All children have a positive attitude to physical exercise and enjoy opportunities to challenge and extend their physical development. For example, when going for walks, using the ride-on resources in the playground or using a good range of tools for craft activities. Staff ensure that children wear appropriate clothing when using the outdoor areas all year round. This helps children to stay healthy whilst experiencing the changing weather and seasons.

Children help themselves to easily accessible drinking water throughout the session and enjoy fresh fruit at snack time. Staff effectively monitor children's individual health needs and snacks are planned according to children's dietary requirements. Children are learning to understand the value of good nutrition as staff use appropriate language, for example, during a conversation at snack time and when helping children to grow their own vegetables.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Risks of accidental injury to children are minimised because staff undertake effective risk assessments which help to identify and minimise potential hazards. Staff have established robust systems to monitor the indoor and outdoor premises to ensure they are safe and secure. They have a good understanding of children's individual abilities and of how to achieve a balance between freedom and setting safe limits. This means that children have opportunities to safely participate in a range of well-planned indoor and outdoor activities.

Children stay safe because staff enable them to independently access a range of good quality toys and equipment which meets safety standards. They implement policies and procedures effectively to help ensure that children are safeguarded. Regular and effective communication with parents contributes to children's safety.

Children are secure because they have a good relationship with the adults caring for them and are confident to ask staff for help when needed. They are well protected by staff who have a clear understanding of child protection policies and procedures and give top priority to children's welfare. The child protection statement does not reflect current practice with regard to the Local Safeguard Children Board child protection procedures.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children enjoy their time at Ullswater Nursery. They achieve well because staff are highly skilled and use their exceptional understanding of child development and of early years guidance, such as the 'Curriculum guidance for the foundation stage', to provide high quality care and education. Staff use their comprehensive knowledge of child development effectively to plan activities and resources that are accessible and age-appropriate in accordance with individual children's abilities.

All children arrive happy and eager to participate. They settle quickly as staff ensure they have good information from parents and carers regarding the child's individual needs for that day. Children are highly motivated because staff are enthusiastic about early learning and provide a comprehensive range of opportunities to challenge children's thinking. All children make excellent progress because staff recognise the uniqueness of each child and skilfully identify children's individual learning styles in order to maximise their learning. Consistently close and caring relationships increase children's sense of trust and help them develop a strong sense of self.

Staff support early communication skills superbly through high quality adult-child interactions. They are outstanding in their use of questions to challenge and stimulate children's learning and value all children's contributions. This promotes children's confidence and self-esteem. Children relate very well to each other and have excellent relationships with staff. Children begin to make sense of the world and express their ideas as they join in a wealth of planned activities, for example, when going for local walks in the surrounding countryside, visiting the post office or growing their own vegetables in the garden plot.

Nursery Education

The quality of teaching and learning is outstanding. Children are highly motivated and stimulated by the extensive range of accessible resources and activities relevant to their needs. Staff challenge and support children's learning across all areas of learning. Children are eager to learn, self-assured in their play and confident to try new experiences. They listen intently to stories and participate imaginatively in favourites, such as 'The three little pigs'. Children are using and experimenting with marks readily to represent their ideas and some children are adept at writing their own names. Children use their imagination effectively. They make sense of the world around them as they grow their own vegetables, go for local walks and receive visits from adults to talk about their role within the community.

Children work well together. For example, they share resources when using a range of craft materials and when baking and decorating cakes. Children are very confident in using numbers as staff use a range of planned and unplanned opportunities to extend their mathematical development. All children respond enthusiastically to challenges to extend their mathematical vocabulary, for example, when counting the cakes, craft items and the interconnecting stacking blocks. Their physical skills develop and improve through a wide variety of experiences, including dance.

Right from the start, staff find out about children's skills, interests and needs and build on this information to help children achieve as much as they can. As a result, they have an excellent understanding of individual children's learning needs and abilities. A flexible approach to planning and an excellent balance between adult- and child-led activities allow children to

learn at their own pace. Staff have established robust systems to monitor individual activities and their impact upon children's learning. Regular assessments help staff to plan for the next steps in children's learning. Staff are perceptive to children's interests during self-initiated play and use questions superbly to challenge children's thinking and language skills. They have created a very relaxed and supportive learning environment in which children thrive.

Helping children make a positive contribution

The provision is good.

All children are welcomed and play a full part in the nursery because staff value and respect their individuality and the family context for each child. Children's behaviour is good because staff implement age-appropriate and sensitive behaviour management strategies. Staff have high expectations and set consistent boundaries, which helps children to learn and negotiate with others and take responsibility for their own behaviour. Children work well to problem solve with minimum adult intervention and are considerate and helpful towards each other, for example, when offering to share their resources during a craft activity. Children have an appropriate understanding of right and wrong as staff offer gentle reminders to care for each other and talk about the importance of sharing.

Children have a good range of opportunities to learn about themselves, each other and the world around them through planned activities, visitors to the setting and walks in the local community. This positive approach means that children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is outstanding. This contributes significantly to all children's well-being within the nursery. Parents' views about their child's needs and interests are actively sought before their child starts at the setting, and on a regular basis throughout their time there. Staff ensure that all parents know how their children are developing and progressing and provide parents with a range of written and verbal information about the nursery.

The complaints procedure does not inform parents of their right to contact the regulator at any time.

Organisation

The organisation is good.

Children's care is greatly enhanced by the good quality of organisation. The leadership and management of nursery education is outstanding.

The premises are well organised. Indoor and outdoor opportunities are laid out to maximise play and learning opportunities for children. All legally required documentation which contributes to children's health, safety and well-being is in place and regularly reviewed.

Children benefit from highly skilled and motivated staff who are effectively inducted and supervised. Staff meet regularly to reflect, monitor and improve the quality of their care and education. They have a clear vision for the future and work tirelessly in fundraising to achieve their goal of continuous improvement in children's care and education. A generally effective monitoring system ensures that the setting's policies and procedures are consistently applied. Some policies do not reflect recent changes to practice. 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 setting was asked to improve its organisation by ensuring that confidentiality is maintained when recording accidents and incidents.

Since the last inspection staff have implemented a system to ensure that accidents and incidents are recorded appropriately and that documents are stored confidentially. This improves the setting's organisation.

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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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):

- review the child protection statement to reflect current practice with regard to identifying the Local Safeguarding Children Board child protection procedures
- review the complaints procedure to inform parents that they may contact the regulator at any time.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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