

Ollie's Nursery, Breakfast & After School Club

Inspection report for early years provision

Unique Reference Number	309872
Inspection date	29 April 2008
Inspector	Lisa Patterson
Setting Address	c/o Goosnargh Oliverson's CE Primary School, Goosnargh Lane, Goosnargh, Preston, PR3 2BN
Telephone number	01772 866 415
E-mail	The main school's tel no is 01772 865396.
Registered person	Ollie's Nursery, Breakfast & After School Club
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 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?

Oliverson's Full Day Care Unit opened in September 2003. It operates from a large portacabin attached to Goosnargh Oliversons CE Primary School in Goosnargh, Lancashire. It is operated by a management committee. The nursery serves the local area.

A maximum of 40 children from two to eight years may attend at any one time and not more than 24 under five years. There are currently 135 children from three to 11 years on roll. This includes 19 funded three and four-year-olds. Children attend for a variety of sessions. The setting provides support of one child with learning difficulties.

The nursery is open Monday to Friday five days a week 38 weeks of the year. Sessions are from 07.45 until 18.00. The facility also operates a breakfast and after school session during term time.

There are nine members of staff who work with the children; seven staff have early years qualifications to National Vocational Qualification levels 2 and 3. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are appropriately protected from infection and are well taken care of if they become ill or have an accident because staff understand and follow current guidelines. Many of the staff hold qualifications in first aid and some hold food hygiene certificates. While children are learning some simple hygienic practices during daily activities, for example, staff replace cutlery which has fallen onto the floor and give children an explanation, hygiene standards do not always prevent the spread of infection. Children are not generally encouraged to blow their noses, staff do not always wash their hands after cleaning children's eyes, drinks cups are sometimes left on the floor and hand washing is not always sufficiently supervised and organised to minimise the risk of infection.

Children's physical development is enhanced partly by the good use which is made of the outdoor area. Children confidently travel over, under and through the purpose built climbing equipment and many are becoming proficient in balancing on beams. Children ride scooters with precision, and learn to catch and kick large and smaller balls. Children's fine motor skills are enhanced through continuous provision both indoors and out. They competently use pens and paint brushes, and make many creations using the play dough and tools. Regular fresh air and exercise promotes a positive attitude towards staying healthy.

Children are well nourished and benefit from freshly prepared snacks and meals, which are in accordance with their individual needs and the wishes of their parents. This helps children to learn about healthy eating and living. The café style snack time works well in practice and staff monitoring ensures all children have eaten something. Children thoroughly enjoy making sandwiches and discussing their day with their peers and staff, however, children eat their snack straight from the table cloth, which decreases the attractiveness of the food on offer. Main meals are served in the school canteen and children independently choose from the menu and carry their food to the table with staff assistance where necessary. Children benefit from this in their transition to school.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from the warm, welcoming, bright and safe environment. Beautiful displays of children's work and commercial posters adorn the walls and ceilings of every space, and offer children stimulation and enjoyment at seeing their work celebrated. Well labelled, clean and well maintained resources are stored at an easily accessible level, allowing children to independently select the equipment of their choice. This promotes their self-esteem.

Children are safe in the setting because staff are proactive in keeping equipment and the premises safe and secure. They identify and supervise activities considered to carry risk, such as the adventure playground. Regular fire drills are carried out and a comprehensive record made, which is used to evaluate and develop their procedures. Consequently, risks to the children are minimised. Children learn to keep themselves safe through gentle reminders from staff and children use these discussions to inform their peers during play. Children playing outside in the tunnel, for example, remind each other of safety issues raised earlier by staff. This encourages children to take responsibility for the safety of others and themselves.

Children are safeguarded because staff have a secure knowledge of their role in child protection and appropriate procedures are in place for reference, however, contact details of the relevant agencies are not included in the policy document for ease of access should the need arise.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle well into the setting. They have their individual needs met by an experienced staff team who work closely with parents and plan a broad range of planned and continuous play experiences. Children's views and suggestions are included in planning, for example, a request to make bread had been included on the weekly plans. Children relate well to peers and adults and are becoming confident to make decisions, explore and investigate the activities on offer. Good use is made of natural materials, both indoors and out, and children thoroughly enjoy digging and drawing in compost, counting with pine cones and planting seeds. Staff show a genuine interest in the children and this increases their self-esteem and gives them confidence to succeed.

The quality of teaching and learning are good. Children benefit from the staff's knowledge and experience of working with children and their commitment to developing the physical environment, including continuous provision, and planning and assessment to enhance the learning opportunities open to them. Staff have worked hard in developing a planning system which relates directly to children's learning and understanding. A broad programme of activities covering all six areas of learning and progression files for individual children have been developed and continue to evolve, although do not clearly show the children's progression through the stepping stones.

Staff work well with the children, enhancing freely chosen activities and challenging their understanding. Children laugh and joke and thoroughly enjoy their time in the setting, and their achievements are good. They are learning to share and take turns, are developing their confidence to speak and sing in small and larger groups and express their feelings through the feelings wall. They retell stories through plays, handle books carefully and learn to write and recognise their name through everyday experiences. Many children are able to count beyond five and recognise simple shapes; they measure soil as they transfer from pot to pot and explore and investigate a range of materials. Children become budding photographers and express their feelings through using the digital camera to photograph special areas or people at nursery. They thoroughly enjoy playing with the musical instruments during planned activities and sing songs from memory. The environment and everyday activities are not always fully used in developing skills and challenging understanding, particularly in mathematics and self-care skills.

Helping children make a positive contribution

The provision is good.

Children's social, moral, spiritual and cultural development is fostered.

All children are valued and included as individuals. They have a strong sense of belonging because staff are genuinely interested in their needs, desires, likes and dislikes, and encourage them to participate fully in every aspect of life at the setting. Children learn about other cultures through supplementing a range of resources and posters with planned activities and impromptu discussions. They take part in topics about different festivals, use books as a starting point, learn Italian on an informal basis and send in postcards when on holiday. Children with learning difficulties and disabilities are well supported by staff who are committed to inclusion and

supporting their needs. The school and setting work closely together and develop joint initiatives, such as the disability awareness week. This ensures all children can develop to their individual potential.

Children learn to respond to high expectations of behaviour within a calm atmosphere of mutual respect. Staff are good role models to children, they discuss issues and help them to understand why certain behaviours are not acceptable and learn how to share. There is an effective reward system in place and children show excitement at receiving stamps for good behaviour, being helpful and making a good effort. Children in the nursery eagerly help to tidy away the toys, which develops their respect for property.

Partnership with parents and carers is good. Children are cared for by staff who work in full consultation with parents. There is a flexible settling in process, which takes account of the differing needs of the parents and children. Parents receive a wealth of information about the setting both before the placement starts and on a daily basis through the daily diary books, a weekly newsletter and through verbal discussions with staff at the end of the sessions. Their views are valued and responses from parental questionnaires are used to evaluate and make changes where necessary. Parents are encouraged to become involved in their child's learning through home-link projects relating to the current topic, such as completing a weather chart or feeding and watching birds in the garden. They are invited to parents' evenings, during which they talk to their child's keyworker and look at the development file. Parents' suggestions and comments about their child's progress are used to inform planning. Working together ensures the setting develops a holistic view of the child.

Organisation

The organisation is satisfactory.

Staff have a high regard for the well-being of children. They are enthusiastic, energetic and inspirational to them and treat them with respect. They have a commitment to continual professional development and as such, attend a wide range of training events to ensure their understanding is current. Time, space and staff deployment on the whole, ensures children are able to take an active part in the setting and staff are offered planning, preparation and assessment time away from the children to ensure these important tasks are completed accurately.

Policies and procedures are well understood by staff and work well in practice. All regulatory required documentation is in place and in order, however, the attendance register does not provide clarity about the children attending for full and part of a session and sometimes hours of attendance are not recorded. This presents a risk to children.

The leadership and management of the nursery education is good. There is a strong management team who have a very clear vision for the nursery provision and strive for excellence. They regularly evaluate and monitor practice and the physical space, making adjustments where necessary, to enhance the learning opportunities on offer to the children. Advice and guidance from the local authority, lead nurseries, training and in-house evaluations is used effectively to move the setting forward. Nursery managers motivate the staff team through giving them responsibilities, being highly visible within the nursery, role modelling specific methodologies and through identifying and addressing training needs. This builds committed teams and ensures the nursery education provision continues to make progress.

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

Improvements since the last inspection

During the last inspection the setting agreed to two actions relating to documentation and one recommendation regarding planning and assessment. The setting has worked very hard in addressing the issues raised. Staff attendances are now fully recorded, accidents are countersigned by parents and recording of complaints is now in line with regulations. This ensures that important information is fully recorded and shared with parents. Direct observations are used to inform planning, which provides staff with a valuable tool in aiding children's progression through the stepping stones.

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):

- maintain hygiene standards throughout the day and make snack time more attractive to children
- include contact details of relevant agencies in the Safeguarding Statement
- review the recording of attendance to provide clarity regarding children who attend a number of different sessions and that hours of attendance are clearly recorded.

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):

- continue to develop planning and assessment to ensure differentiation is effective and highlights all developmental stages to clearly show progression
- continue to develop the use of the environment and continuous provision to enhance all areas of learning, particularly self-care skills and mathematical understanding.

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