

Broughton Rural Nursery

Inspection report for early years provision

Unique Reference Number	317485
Inspection date	28 February 2008
Inspector	Valerie Block
Setting Address	Broughton C of E School, Kepplewray, Broughton-in-Furness, Cumbria, LA20 6BJ
Telephone number	01229 716 226
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Registered person	Broughton Under 5's
Type of inspection	Integrated
Type of care	Full day 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 good.

WHAT SORT OF SETTING IS IT?

Broughton Under Fives Pre-School and Nursery is run by a management committee and opened in 1970. It moved to its current premises in 1998. The setting operates from a portakabin in the grounds of the local primary school on the outskirts of Broughton-in-Furness in Cumbria. A maximum of 22 children may attend the nursery at any one time. The nursery is open from 08.45 to 11.45 on a Monday, Wednesday and Friday and from 08.45 to 15.30 on a Tuesday and a Thursday. The nursery is closed in the school holidays. All children share access to a secure, enclosed outside play area.

There are currently 12 children aged from two and a half to five years on roll. Of these, six children receive funding for early education. Children come from the local and surrounding area.

The nursery employs three regular members of staff. Of these, two staff hold appropriate early years qualifications. The setting receives support from the local authority and is a member of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are very well nourished and enjoy healthy snacks each day. Fresh drinking water is accessible to children after physical exercise and in warm weather but not throughout the year. This means that children do not learn to recognise their need to drink and may become dehydrated.

Staff are vigilant in meeting the children's individual dietary needs and parents' wishes. Children sit together with staff enjoying sociable meal and snack times. Staff use these times to help children develop social skills as the children count out plates and cups and hand them to one another.

Children have recently discussed foods and healthy living with staff as an activity. They have discussed how certain foods help your body have energy and grow. So children begin to take responsibility for their own health and well-being.

The children are cared for in a warm, clean environment where they learn about hygiene practices. Children know why they need to wash their hands after toileting and say this is to get rid of germs that could make you feel ill. The nursery have good procedures and policies to ensure that children are protected from cross-infection and that their good health is promoted. Children benefit from the staff all holding current first aid certificates. Also records are kept, as required, of accidents and medication procedures are robust.

Children take part in regular physical activity both indoors and outdoors. They develop their physical skills well. Children enjoy playing a game outside where they follow the leader and the child at the front makes up a funny walk that the children copy. So children move with imagination and confidence. Children enjoy riding on tractors and fork lift cars, manoeuvring their vehicles around one another and using the pedals, showing varying degrees of skill. Children have a good awareness of space as they move around their play area, running and riding on cars without colliding with each other. Children enjoy using a range of equipment and tools such as scissors and toy screwdrivers with increasing control and competence.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are very welcoming with lots of attractive displays of children's work and information for parents. The children enjoy well planned space giving children areas for different types of play and learning. Children are encouraged to play indoors and outdoors simultaneously in warmer weather for continuous play. There is a good range of clean, safe, age-appropriate play equipment that is attractively displayed to be inviting to children. Children freely access the play materials they choose and take items around the nursery with them to use. For example, writing materials are taken into the play house as the children wish to use them there.

Children are kept safe as the setting has a thorough risk assessment that addresses the majority of risks to children both inside and outside the premises. Procedures are in place to address identified risks. For example, when on outside walks the children wear light-reflecting tabards. One minor oversight is that the setting lock the exit door and leave the keys in the lock. Although this door is not directly accessible to children, they possibly could reach this door unsupervised and leave the building unsupervised and be at risk of injury.

Children begin to learn to keep themselves safe as they talk to staff about dangers when outside and know not to talk to strangers.

Children are well protected as the staff understand their role in safeguarding children and have clear written procedures available to parents that they all understand that meet required local guidance.

Helping children achieve well and enjoy what they do

The provision is good.

Children eagerly enter the nursery and confidently help themselves to activities on offer that are wide ranging and interesting. Staff are familiar with the 'Birth to three matters' framework, putting it into practice for the benefit of the younger children. Young children are helped to settle by sensitive procedures that recognise children's anxieties at initial separation from their parents. Staff are very warm and caring with the children and the children are therefore confident and relaxed as they happily explore their environment. Children are given time to rest after their lunch in comfortable areas.

Nursery Education

The quality of teaching and learning is good. A particular strength of this setting is the teaching skill demonstrated as staff engage every child in regular conversation so improving their communication skills and vocabulary. Staff plan the learning environment well, engaging children's imaginations and playfulness to good effect. They help children remain focussed at activities and use questioning skilfully to challenge children.

Observations are made by all staff watching the children at play that are then discussed as a team and assessments made. These are used to inform future overall planning. However, although staff are competent in describing individual children's strengths and development areas the planning does not sufficiently address each child's next steps in learning. Children make good progress towards the early learning goals considering their starting points as staff are very familiar with the Foundation Stage.

Children are socialising well and learning right from wrong as they help each other to share favourite play equipment and tidy up together willingly. Children's personal independence is developing as they access the hand wash basins themselves to wash their hands following craft activities and toileting.

The nursery use a scheme called, 'Jolly Phonics', where letters have their own song and action that children learn. Children begin to hear sounds and link sounds together. They have done this many times before and are well able to make rhymes when asked and they do the actions associated with the sounds.

Children proudly show some Mother's day cards they have made using printed off pictures from the internet available in the nursery. They also have copied writing in the cards with varying competence according to their age. Older children have written their own names. This shows that they are making good progress towards writing skills. Mark-making is encouraged as children enjoy access to a well resourced mark-making area where there are a variety of writing tools.

Children are developing their spoken language well as staff use every opportunity to encourage children to speak at group times and on a one-to-one basis. For example, at snack time staff

talk about a previous activity theme about pets. Children talk about the names of the pets and point to the paintings they did that are now displayed on the wall. This also allows children time to reflect on past events and learning so strengthening their memory and sense of sequence of events. Children also remember the bird cake they made together and talk about the birds eating it at home and how their pets have tried to eat it too. So children are encouraged to talk about their home life and their input is valued so raising the children's self-esteem.

Story time is enjoyed by all. The children sit down expectantly and join in with well known refrains. Staff competently ask children questions about the story line and afterwards encourage the children to retell the story. They talk together about the feelings of the characters in the book and children offer information about themselves with the group. Children are asked to consider which way the staff should hold the book and so are learning about the way books work and are enjoying stories. At home time they all chose a book to take home to enjoy with their parents.

Children are developing their understanding of mathematics as they count the children at the snack table together and think about how many cups and plates they need. They consider how to cut the apples so that everyone has a piece and staff introduce words about size. Staff introduce problem solving into everyday activities such as a cooking activity where children think about how many biscuits they need to make to give every child one, and how to follow instructions about measuring and cutting. So children begin to make mathematical calculations. Older children are able to count up to 10 and beyond showing competence with number.

Children are learning about the world in which they live in by celebrating festivals, such as Divali and Chinese New Year and by listening to stories involving other cultures. They learn about differences in society as the nursery provides a good variety of toys to help them consider this. Children really enjoy splatter painting. This is an activity to help explain to children a spring Hindu festival where people throw coloured water at one another. The staff use a dolly to help children focus on the story of this festival and compare this to festivals they know such as birthdays and Christmas so making this activity relevant to the children's own lives. Staff are well informed about the festival and so are able to pass on their knowledge competently to the children. Whilst doing this activity children use scissors and paste sticks with confidence and enjoy the creative session. Around the walls are lots of well displayed collections of children's work showing an emphasis on creativity in the nursery.

Children have a developing interest in exploring and investigating their world that is actively encouraged by the staff. Photographs show children on 'safari' as they act out a well known story line from a favourite book. They go for a walk in a nearby natural environment looking for animals in the small pond and also animals in the long grass. This is an example of how the staff encourage children to use their imaginations to learn about the world around them. This is a strength of this setting.

Children enjoy using technology as they use computers and educational games. They also use CD players to perform a show where they dress up and perform to one another. Children enjoy using instruments as they sing well known rhymes, so beginning to enjoy the creativity of musical expression.

Children are particularly enthralled as they use different timers to measure time taken for activities. They talk about how long it will take them to do a tidying up task. Will it be the one minute timer or the five minute timer? Children all give their views and then watch the sand

fall through the hour glass to measure the time, so learning about measure and developing a sense of time.

Helping children make a positive contribution

The provision is good.

Children learn to respect and understand diversity in society as the setting have an anti-discriminatory policy in place. They also provide a good amount of activities and play equipment that promote discussion and positive images of diversity. Children with additional needs are very welcome and the setting has an inclusive policy regarding this area.

Children behave very well as they cooperate with one another and their staff. They are very willing helpers at tidy up time, taking responsibility alongside their peers and staff to do the job in hand. When children find it difficult to share, the staff quietly intervene to talk through the problem and help children negotiate a solution. Staff are very polite to one another and to the children, also encouraging children to remember to say 'please' and 'thank you' to one another. This leads to an atmosphere of care for one another.

The partnership with parents and carers is good. Staff work hard to ensure that parents receive verbal and written accounts of their children's welfare and progress and information about the setting. They give a good amount of information about the activities on offer and the educational programme. Parents are actively encouraged to become involved in their children's learning. Parents spoken to are very happy with the care their children receive.

Children's spiritual, moral, social and cultural development is fostered. The children, parents and staff join together to take part in regular charity events, such as 'Children in Need' fund raising. This helps children to consider other people's needs.

Organisation

The organisation is good.

Robust recruitment and vetting procedures ensure that children are well protected and cared for by staff. The staff have a clear understanding about their individual roles and responsibilities and work well together. There is good staff continuity in this setting and staff deployment means that children receive a good continuity of care from experienced practitioners. The adult to child ratios positively support children's care, learning and play. Staff are very attentive to children and supervise them carefully, so children receive a good level of support.

Children's play opportunities are good as the staff organise the premises and play resources very well, thus allowing children to move about with confidence and interest in their learning environment. Children show a sense of ownership about their setting. Indoor and outdoor space is used to good advantage.

Children's overall needs and parents' needs for information are well met as all required documentation is in good order and stored confidentially. The setting has also developed further documentation such as daily diaries to improve communication with parents for children's well-being. The setting has also a good range of written policies and information openly available to parents. Policies accurately reflect the good working practice observed in the nursery.

Leadership and management is good. Staff have regular appraisals and training plans. Training is undertaken by all staff throughout the year to improve practice and links are made to local

children's centres to discuss childcare practice and issues. Also advisory teachers' input is valued and acted upon for the benefit of the children. The management committee is mainly made up of parents with a close interest in the setting's performance. Together with management they have a clear vision for future improvements to benefit the children. Currently their major area for development is the upgrading of the premises.

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 agreed to review their provision of nursery education in several ways to increase the quality of learning and teaching for the children. These have received satisfactory attention and so children's needs have been met.

The setting also agreed to attend to several aspects of risk assessment as well as the heating of the premises to maintain a suitable temperature at all times for the children. These matters have received satisfactory attention to meet children's needs.

The nursery also agreed to review several organisational, recording and procedural issues. These matters have received satisfactory attention and so children's needs are met.

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

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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):

- provide accessible drinks of fresh water for children
- review the risk assessment to ensure that the children cannot access the keys to the exit door to the premises and leave the premises unsupervised.

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):

- consider the planning of future children's activities and teaching to address each child's next steps in learning and development.

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