

# The Stables Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY221535
<b>Inspection date</b>	11/12/2008
<b>Inspector</b>	Janice Linsdell
<b>Setting address</b>	Grimsditch Lane, Lower Whitley, Warrington, WA4 4ED
<b>Telephone number</b>	01925 730055
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## Description of the setting

The Stables Nursery School is one of four nurseries run by Kids Academy Nursery Group Limited. It opened in 2002 and operates from a converted building situated in the Lower Whitley area of Cheshire. Children are cared for within four rooms located on two floors. There is a secure area available for outdoor play. A maximum of 61 children may attend the nursery at any one time. It is open five days a week from 07.30 to 18.30 all year round. Children attend from the local and surrounding areas.

There are currently 90 children on roll within the Early Years Foundation Stage (EYFS). There are no children attending with learning difficulties or disabilities, or children who speak English as an additional language.

The nursery employs 13 staff including the manager. Of these, nine staff are qualified to level 3 in early years and three staff are qualified to level 2. The remaining staff member is working towards a recognised qualification. In addition, the nursery employs a cook, a maintenance team and two senior managers. The nursery receives support from the local authority early years advisory team and has achieved 'Investors In People' status.

## Overall effectiveness of the early years provision

Children make good progress in their learning and development. Their welfare and security is of paramount importance and this is reflected in the thorough safeguarding procedures and extensive risk assessments in place. Key strengths of the setting are partnership with parents and leadership and management, which greatly benefits the children's welfare and creates a welcoming and inclusive environment for children and their families. Minor areas for improvement include the children's toilets and the ongoing arrangements for self-evaluation. The dedicated management team strive to achieve high standards in the nursery and receive various awards in recognition of their efforts. This shows an excellent commitment to continuous improvement.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review children's access to the toilets to ensure their privacy and dignity is respected
- further enhance systems for evaluating the quality of the setting and identifying areas for improvement, for example, by using the Ofsted self-evaluation form (SEF).

## **The leadership and management of the early years provision**

The management of the setting is a real strength and significantly enhances the children's care and education. Managers are very enthusiastic and show an excellent commitment to ongoing professional development; receiving a national award to acknowledge their achievements. As a result, staff attend an extensive range of training in core areas, such as EYFS, health and safety, child protection and equality. The SEF has not yet been completed, however there are some highly effective systems in place to monitor quality and standards in the nursery, such as formal reviews, half yearly appraisals and monthly direct observations of staff practice. This helps to clearly identify strengths and any future training needs.

Staff are well qualified and experienced. They work very effectively as a team and have designated areas of responsibility, for example, for health and safety, behaviour and equality. Staff organise the learning environment extremely well to ensure activities are accessible to all children, providing an inclusive and welcoming service. Robust safeguarding procedures and very comprehensive risk assessments ensure high priority is given to children's safety and protection. All recommendations from the last inspection have been addressed, with many additional improvements made to further enhance children's safety and security. Required policies and procedures are available and reviewed on a regular basis to ensure that they are effective and inclusive for all.

Staff establish strong links with other providers, such as local schools and work closely with the area pedagogue to promote continuity and progression in children's learning. Great emphasis is placed on parental involvement and there are many highly effective arrangements in place to engage with parents and fully involve them in all aspects of the children's learning. For example, staff organise parents evenings every six months and produce detailed reports on children's progress. They provide extensive information and resource packs so that parents can support children's learning at home, which contributes significantly to children's ongoing development. Parents are extremely complimentary about the operation of the nursery, expressing many positive comments about the staff and the welcoming and secure environment.

## **The quality and standards of the early years provision**

Staff demonstrate a good understanding of effective early years practice. They explain how they use their knowledge from training, such as 'letters and sounds' to support children's language and word recognition. The arrangements for establishing children's starting points are informal and generally based on discussions with parents about children's interests. Staff use this information and consider children's proposed next steps to plan a variety of activities that meet their individual learning needs. They consistently complete developmental records to track children's progress towards the early learning goals. Regular observations are carried out and used to inform planning, but some focussed observations lack purpose and are not always evaluated effectively.

The well organised learning environment offers a continuous provision of resources to keep children busy and stimulated. This means children are involved in a good balance of activities throughout the day to promote their learning. All playrooms are well resourced with good quality play materials, including heuristic play sacks, treasure baskets and story bags with puppets. Children develop a strong sense of belonging, with many photographs and examples of their work on display to create an inviting and inclusive environment. They develop very positive relationships with staff and their peers, and their independence skills are developing well. However, children's privacy is not always well promoted when they access the toilets.

Children enjoy exploring in the sawdust or manipulating the play dough using various small tools. They learn how to take care of nursery pets and trips to the farm and duck pond help them to learn about their local community. Parents and outside visitors are used to enhance the curriculum and children particularly enjoy visits from the 'animal man' who shows them giant snails and snakes. Children enthusiastically join in with the 'tidy up song' and demonstrate their creative skills as they make snowmen from salt dough. Lots of sensory activities are provided for babies, such as exploring in paint, water and spaghetti. Counting is encouraged in everyday situations and children use language to describe quantity, size and shape. They enjoy writing letters and wrapping presents in 'Santa's grotto', and show skill in completing programmes on the computer. Children benefit from outdoor play and develop good physical skills as they climb and balance on the challenging adventure play equipment.

Children happily share, take turns and play cooperatively together. They are polite, well-behaved and staff act as positive role models. Children have access to a good range of resources and activities that promote diversity and acknowledge cultural differences. They show a very good awareness of their own safety, and the safety of others. For example, they take much care when using the stairs and remind each other to be careful with the scissors because they are sharp. Good hygiene practices are consistently promoted throughout the nursery and children clean their teeth after eating meals. They benefit from a well balanced diet and learn about foods which are good for them. Outcomes for children are very positive, which enables them to develop skills for the future.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	1
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection that required the provider or Ofsted to take any action.

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.