

# The Village Nursery (Helmshore)

Inspection report for early years provision

---

**Unique reference number**

EY364314

**Inspection date**

07/01/2009

**Inspector**

Wendy Fitton

**Setting address**

409 Helmshore Road, Haslingden, ROSSENDALE,  
Lancashire, BB4 4JA

**Telephone number**

01706 211422

**Email**

**Type of setting**

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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

The Village Nursery is situated on Helmshore Road in Haslingden, Lancashire. The nursery is privately owned and managed by a limited company of directors. Full day care is provided for a maximum of 51 children from birth up to five years on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 78 children on roll. The nursery is open Monday to Friday 08.00 to 18.00 for 51 weeks of the year.

Children have access to individual units according to their needs. There is a baby unit for children under two years, and a main nursery area for children aged two years up to five years. There are suitable bathroom and changing facilities, conservatories on each unit, outdoor play areas, kitchen, laundry, office, dining room and staff facilities.

There are 13 staff working directly with children, including the owner/manager and deputy and three support staff who clean, cook and maintain the premises. There are 11 nursery staff qualified in early years.

## **Overall effectiveness of the early years provision**

The nursery provides a very warm and welcoming environment where children are fully included, enjoy their time and progress in aspects of learning. Effective systems within the nursery ensure children are safe and well cared for in liaison with parents and other professionals. However, children's learning and development programmes are not always tailored to meet individual needs as they progress towards the early learning goals. The nursery identifies some of the strengths and weaknesses but does not have a system for self-evaluation of procedures and practices to promote continuous improvement.

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

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

- improve the arrangements for observations and assessments so they can be used to assist in planning for learning and development experiences, which are tailored to meet children's individual needs as they progress towards the early learning goals
- establish systems to monitor and self-evaluate procedures and practices to promote continuous improvement.

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

The provider and all staff work effectively as a dedicated team to provide good quality care and education for children. There is active involvement of all the staff team in their staff meetings to discuss and disseminate their ideas and annual

appraisals enable staff to identify their own training, development needs and monitor their performance. The nursery continues to develop and improve as the premises have been extended with a conservatory on each unit. The outdoor play provision has been improved and attention has been given to accessibility within the premises. There is no system in place for self-evaluation of practices to maintain continuous improvement and development of the service.

Documentation which is required for the safe and efficient management of the nursery is well organised and is reflected in practice to promote all aspects of children's needs. There is a recruitment and vetting procedure which maintains the suitability of staff and promotes the children's safety. All staff hold appropriate qualifications and are effectively deployed within the nursery to ensure children are well cared for. There are effective contingency arrangements in place to cover for any emergencies or staff absences. Children's safety and security is given high priority and good quality risk assessments ensure effective actions are taken to manage or eliminate risks.

Parents and carers receive comprehensive information about the setting which includes all organisational information, policies and procedures and the aims and objectives of routines, care programmes and curriculum information. Regular newsletters ensure information is regularly updated and includes ideas for supporting and extending children's learning and development in the home environment. Information about the children's progress is shared at parent evening and regular daily reports inform parents of their child's routines and significant practices and activities. Partnerships are well established and parents are appreciative of how the nursery supports and cares for their children. Clear procedures for liaison between all partners involved with children's learning, development and welfare are in place.

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

Staff have some sound knowledge of the learning and development requirements. They support children's learning through well planned activities and enable access to a range of resources for children to play, explore and become active learners. The planning of the learning environment is linked to the six areas of learning and enables children to play freely and spontaneously. Staff respond to the 'all about me' information provided by parents and know the children well. However, the planning, observations and assessment system are not always tailored to meet children's individual needs as they progress towards the early learning goals or identify the next steps of learning. Each child has an individual file that shows photographs of different activities, some observations of how they link to the areas of learning and any significant comments. Children's artwork and drawings are displayed in the files and parents are welcome to view them and contribute any significant information to support children's development.

Children make independent choices about their play and access a range of good quality toys and equipment. Children are very secure and confident with the routines and rhythms of the day. They develop secure relationships with their key person who supports their welfare and learning needs through close physical

contact and positive nurturing. Children develop and learn social skills through turn-taking and sharing. They are interested and motivated to learn as they play with purpose and cooperatively. They develop their independence when tidying away toys and choosing toys. They enjoy reading books and singing songs and develop their mark-making through various mediums as they paint pictures of their families, write and match their own names, and relate to words and letters on everyday objects, posters and in matching games. Children are encouraged to explore and investigate their indoor and outdoor environment. They enjoy playing with pasta, shaving foam, collage materials and explore natural materials. They learn about their own community and those of others. This includes visits from the fire service and police, the celebration of different festivals, the involvement of parents from different countries and cultures, and visits to local schools and activity groups. Children develop their technology skills as they operate the computer and mouse, explore the musical and activity toys through pressing buttons, twisting knobs and finding out how things work. They respond to opportunities to develop their imagination and creativity as they dress up, role play in the café and at the hospital.

Staff are fully committed to good quality care which actively promotes the children's health and wellbeing. They have good knowledge of safeguarding children and the procedures to follow. Children are aware of the importance of keeping themselves safe and healthy. They develop an understanding of dangers as they are reminded of the rules and boundaries of not running inside, not throwing toys as this practice may hurt others and tidying up after themselves. Children know about the importance of good hygiene and have adopted healthy habits when they wash hands, clean their teeth, eat healthily and exercise daily both inside and outside. Staff follow very clear health and safety policies that are evident to work in practice. Children behave well and good behaviour is encouraged through constant praise, certificates and stickers. Staff are good role models for children and work consistently in managing any challenging behaviours. Children are learning to respect and value differences and the importance of inclusion.

## 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.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
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?	2
How well are children safeguarded?	2

### 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?	2
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 B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----

## **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 registration

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.