

Great Lever Nursery Ltd

Inspection report for early years provision

Unique reference number

EY374367

Inspection date

09/10/2008

Inspector

Anne Mort

Setting address

Great Lever Children's Centre, Leonard Street, BOLTON,
BL3 3AP

Telephone number

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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

Great Lever Nursery Limited was registered in 2008 and operates from a self-contained area within Great Lever Children's Centre. There is ground floor usage and easy access where a person has a physical disability. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 54 children may attend the nursery at any one time. There are currently 55 children on roll within the early years age range.

All children share access to a secure enclosed outside play area. The nursery is open each weekday, for 51 weeks of the year, from 08.00 to 18.00. The setting currently supports children with learning and physical disabilities. The setting also supports children for whom English is an additional language.

The nursery employs 17 staff. All staff hold appropriate childcare qualifications. The setting takes advice from a qualified teacher, who works part-time in the setting. There is also a close working partnership with the local early years team and additional support agencies.

Overall effectiveness of the early years provision

The nursery provides very effectively for children in the Early Years Foundation Stage. Children progress in their learning due to the sound knowledge and expertise of management, in the provision of suitable staff, resources and activity planning. Management has an extremely positive attitude towards inclusion. Children's individual needs are met because of the excellent communication with parents and outside agencies, in written information and daily conversation. The management team uses their self-evaluation procedure to correctly identify the many strengths in the provision and acknowledge areas for improvement. These include the role of junior management staff, the provision for continuous play and using observations of children at play to plan for individual next steps in their learning.

What steps need to be taken to improve provision further?

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

- reconsider the timescale for implementing continuous outdoor play provision
- clarify the additional role of staff who have junior management responsibility
- continue to develop the system for staff to use their observations in order to systematically assess each child's achievements and plan for their learning priorities.

The leadership and management of the early years provision

Leadership and management in the nursery embraces change. Self-evaluation illustrates strong evidence of the setting's capacity for continuous improvement. It

takes into account staff, parent and children's comments. This is having a positive impact for children, for instance, better use of room areas and the provision of a fantastic outdoor play area, though planning for the full usage of this has a long timescale.

Staff have been subject to a thorough recruitment, vetting and induction process, to ensure they are suitable to look after children. Appraisals take place and staff's training needs are identified and fully supported. Staff are aware of their roles and responsibilities, with a clear knowledge with regards to the reporting of concerns. A suitable arrangement is in place for when the manager and deputy are not present but this is not fully clarified in information about the role of junior management staff. Written risk assessments are in place and health and safety guidance notices displayed. Consequently, children remain safe at the setting.

Partnership with parents is exceptional. For instance, visits to the family home by staff before a child starts can be arranged. Policies, procedures and up to date and relevant information are continuously shared with parents. The provision provides for where English may not be the first language at home. Some staff are bilingual and the facility has community links with volunteers who will act as an interpreter if necessary.

Families are given respect and made to feel very welcome by the multi-language notices and both written and photographic information on display. Written information about their child's learning is given to parents with suggestions as to how they can help their child at home. A fully inclusive and very welcoming service is provided for all children. The provision works in an extremely positive and professional manner with parents and outside agencies, to ensure all are fully aware of a child's learning, physical and emotional needs. This significantly enhances children's care and learning, as it enables children to receive all the support they need. Management excels in their commitment to, and organisation for, the safeguarding of children. This promotes a trusting partnership with parents and gives full protection for children.

The quality and standards of the early years provision

The learning environment is completely child orientated. This is due to the expertise of a qualified teacher, who liaises with management and leads curriculum planning. Low room dividers are in place, enabling babies, toddlers and pre-school children to be comfortable in their own area and to access safe, suitable, age-appropriate and challenging resources. There is a planned daily routine that incorporates outings. This allows children to use their existing skills in both indoor and outside play. Each area has an exit door to the exciting outdoor play area. Currently, outdoor play is governed by routine, preventing spontaneity and children's choice whether to play indoors or outside.

Children's ability and interests are made known to staff before a child starts, in conversation with parents and the booklets they complete about their child. Staff make observations of children at play and record these with photographs and evidence of children's work, to demonstrate a child's experiences. However, these

are not systematically assessed and used to plan for children's learning priorities.

Children are completely relaxed and fully engaged in self-chosen activities. This is because staff know the children very well. They are skilful in standing back to allow children's natural curiosity to be stimulated by the various, good quality, manufactured and natural resources on offer. Babies are contented and engrossed because staff present an area full of interesting items, for instance, silk fabric, mirrors and a sand tray on the floor. Babies crawl and explore, developing their speech, control of their bodies and handling skills. They are secure and their emotional needs are met because staff are gentle in their approach and their conversational tone, and offer babies frequent one to one attention and cuddles. Toddlers freely choose books, and an impromptu story telling session, with discussion and singing, commences. Children find the reading activity stimulating and their interest is maintained, thus developing their concentration span.

Play for a purpose develops children's early reading skills; for example, children search out things in the room that start with a particular initial letter and place it into the correct letter pocket on the wall. Children engage in 'play' ironing and washing pots, with soapy water in the sink. They talk about being careful because the iron is 'hot'. Their sense of basic number is well developed as they correctly count the washed items, realise one item is missing and know they need one more plate to complete a set.

Personal and social development is taking place; children think their ideas through and confidently engage in conversation with each other and with adults. Children use their imaginations; for example, a child announces the drinking fountain needs mending and rushes off, returning with play tools to lie down under the fountain to 'fix' it.

A healthy lifestyle is encouraged. Children have exercise through the use of outdoor play equipment and are taken on local walks. Their dietary needs are given full consideration, evidenced by the written menu on display for parents. Children wash their hands at relevant times of the day and are furnished with suitable toiletries that promote their independence. They are fast developing social skills as they sit together at the meal table, saying please and thank you spontaneously. Staff present mealtimes as relaxed, social occasions. The care, concern, fun and laughter that emanates throughout this provision is clearly seen and heard.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

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

Quality and standards

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

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

Annex B: the Childcare Register

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