

# Nutkins Nursery

Inspection report for early years provision

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**Unique reference number** EY369976  
**Inspection date** 09/12/2008  
**Inspector** Margaret Baines

**Setting address** 32 Nutter Road, Thornton-Cleveleys, Lancashire, FY5 1BQ

**Telephone number** 01253 858041

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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 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**

Nutkins Nursery has been registered since October 1996; the new registered provider has been registered from March 2008. The nursery is situated in Clevellys near Blackpool. Registration is for a maximum total of 40 children under five years. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 65 children on roll, 20 are in receipt of funded education. Facilities for children within the detached property comprise of six playrooms, based on two floors. There is an outdoor area to the rear of the building. The setting is open from 08.00 to 18.00 for 51 weeks of the year. There are 11 members of staff led by a manager who is a qualified teacher and an early years professional. There are also two cooks employed. Advice, support and training is gained from the local authority.

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

The uniqueness of each child is very well understood and the setting works hard to meet the needs of all children. A fully inclusive environment has been created in which children are supported in making excellent progress in their learning and development. Children's welfare is managed, in the main, very effectively. The setting's self-evaluation is used well to identify issues and bring about change.

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

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

- ensure staff follow the detailed health and safety policy with regard to young children accessing equipment from the floor
- ensure children are provided with appropriate clothing when accessing the outdoors.

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

Staff are extremely well supported by the registered provider and her senior management team who have a secure understanding of the Early Years Foundation Stage. Staff are very clear about their roles and responsibilities within the setting. There is a clear induction for new members of staff and the staff team are committed to the appraisal system to identify and address any training needs. Information from training and the setting's use of self-evaluation bring about beneficial changes to practice and the environment, for example, the outdoor area has been enhanced and the areas of continuous provision have been significantly developed since the change in registration. The commitment of the team to improvement has led to the development of an environment in which the uniqueness of individual children is valued and supported by extremely well motivated and enthusiastic staff.

The setting values the contributions of parents and other professionals working with the children and incorporates problem solving strategies where necessary. Parents receive a wealth of information about the educational programme and their child's achievements and are asked to make comments that feed into the individual learning journeys. Responses to regular questionnaires are fed into the evaluation process and changes are made where required. As a consequence, children's needs are extremely well understood and can be addressed appropriately.

Children are safeguarded effectively because staff are vigilant about physical safety both on and off the premises. Policy documents have been updated in the light of changes to regulations. Staff undergo full clearances prior to employment and risk assessments are carried out on a regular basis. Records of staff and children, are readily available and accessible to parents on request.

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

Children are motivated to learn by an extremely enthusiastic staff team who are skilled at promoting children's development and desire to learn through the use of a variety of teaching strategies. Resources and activities are extremely well organised to allow independent access and develop children's confidence significantly. There is an extremely well thought out balance of adult-led and child-directed activities and staff use their experience to challenge children's thinking through effective questioning throughout the day. Children enjoy, for example, counting and calculation in their every day activities. They decide how many cups we need and how many chairs are around the table. Children develop extremely well in all areas of learning because information on their starting points and the recently introduced learning journeys, track development and signpost staff to the next steps for learning. Staff work together exceptionally well as a team, planning a relevant and effective range of activities which promote learning for all children. The registered provider and her senior management team oversee and monitor the progression of all children along their learning journeys to ensure that the teaching and learning for all children is highly effective. Consequently the delivery of learning and development is outstanding. Parents are encouraged to meet with their child's key person. Consequently they are able to feed into the learning journey, creating a holistic view of each child.

Children learn to keep themselves safe through discussions with staff when using equipment and when moving around the setting. For example, when accessing the outside area, staff remind children about safety when going in and out of the patios doors. Children are learning the importance of staying healthy because they enjoy very healthy meals and snacks prepared from locally sourced produce. Children also talk with staff about fruit and vegetables during planned activities; they take part in regular exercise and wash their hands at appropriate times of the day. However at times staff are not always vigilant to ensure that children wear appropriate clothing when playing in the outdoor area. Also staff on occasions do not always follow the health and safety policy.

Children enjoy their time at the setting. This is a calm and industrious environment

and children play well on their own, with peers and in groups. They enjoy freedom of choice and this develops their critical thinking and decision making skills. Sharing and turn taking skills are being developed during collaborative play and children respond well to the wishes of their peers and adults. They thoroughly enjoy sharing their ideas during circle times and are confident to speak in larger groups. Children are beginning to understand the diverse nature of society through planned activities, appropriate resources and discussions with staff about people who are different. The setting has available a delightful range of resources which reflect our wider world. As a result of the learning environment, planning and interactions from a most enthusiastic staff group, children are settled, inquisitive and motivated to learn.

## 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?	1
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>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
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>	1
<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?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

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## **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