

Dallow Community Nursery

Inspection report for early years provision

Unique reference number 155769
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Inspector Nichola Perry

Setting address Dallow Primary School, Dallow Road, Luton, Bedfordshire,
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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

This large, town centre community nursery offers sessional, flexible and full day care for children from the local catchment area in the early years age group. It is open from 08.00 until 18.00 daily for 51 weeks a year. It is registered on the Early Years Register and both parts of the Childcare Register and a maximum of 72 children may attend the nursery at any one time. There are currently 128 children on roll of whom 103 receive funding for their nursery education. The nursery supports significant numbers of children who speak English as an additional language or who have special educational needs.

The nursery operates from a large, purpose built, modern building on the primary school site and is fully accessible for those with mobility difficulties and/or disabilities. It is managed by a committee consisting mainly of parents. Children have access to three well-equipped, main base classrooms and a dedicated, fully enclosed outdoor play area. There are 24 staff of whom 20, including the managers, have appropriate early years qualifications. One manager is currently completing an early years teaching qualification. Four other staff are working towards a qualification. Many staff also speak community languages, of which there are 31 used throughout the nursery and its partner primary school. Nursery managers work very closely with early years colleagues in the main school and also the Children's Centre, managed by the school, which offers a wide range of additional support for vulnerable children and their families. The nursery offers advice and support to others, developing pre-school provision as a model of good practice.

Overall effectiveness of the early years provision

This outstanding early years provision offers children of all abilities and backgrounds the very best start to their learning and development. Managers have very high aspirations for the children in their care. They continuously ensure their practice and provision are the best they can be through ongoing evaluation of how they work with children, regular training for all staff, superb partnerships with parents and carers, and by seeking to meet the needs of the whole child and their family at all times. All this results in a nursery which is 'buzzing' with contented and happy children. Parents of children in all age groups are delighted with their child's learning and care. They also value highly additional support from the Children's Centre.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue the work with the Children's Centre on including 'Dads' in their children's learning experiences
- continue to fine tune the tracking of children's progress in their development of speaking and listening skills

The leadership and management of the early years provision

Outstanding organisation, management and safeguarding systems ensure that all staff have the care and welfare of the children at the heart of their work. As a result every child is fully included in the provision. Nothing is left to chance. For example, a real fire in the main school on the day of the inspection demonstrated not only how highly effective current procedures are but also how leaders evaluate them and take instant action to bring about further improvement. Managers are constantly looking for ways to improve. All staff are fully involved in ongoing evaluation of the nursery's practice. Annual appraisal is supported by a regular training programme which ensures that staff knowledge is up to date and relevant, for both the care and welfare of the children and also for their learning.

The management committee includes mainly parents so that they have real ownership of the provision and are able to reassure other parents about the nursery and encourage their involvement. Those spoken to are very supportive and extremely happy with all aspects of the nursery. Many are particularly pleased with the flexible provision now on offer which enables them to develop their own work and lives. Parents are encouraged to take an active role in their children's learning by coming into classrooms and playing, eating or learning alongside their child. Any who are anxious about separating from their children, are supported either in the classroom or in the staff room so that they can be sure their child is happy and safe.

Excellent links have been established with the main school. A manager is currently completing training in the reception class which has already brought advantages into the nursery, for example by extending the tracking of children's progress in speaking and listening and through increased knowledge of their next steps in learning. Managers ensure strong liaison with the Children's Centre so that every aspect of children's family care is as good as it can be. This includes support for health, housing and parenting issues as well as more complex and serious problems. On the 'fun' side Dads are being encouraged to participate in their children's education, for example by joining in cricket matches against staff.

The quality and standards of the early years provision

The nursery offers children super opportunities for acquiring basic skills, covering all aspects of learning. Relationships and behaviour are excellent throughout the nursery and staff have a thorough understanding of how young children learn. They plan effectively for individual needs so that children make excellent progress overall, often from a very low starting point. Regular observations and checking on progress ensure that all children are achieving as well as they can. Staff use observations to plan a wide range of activities covering all areas of learning to excite and stimulate children. Resources are used well to support learning. In all classes children appear happy and visibly enjoying their learning.

Basic literacy and numeracy skills are effectively taught through well-planned

activities and age-appropriate methods. For example, children in one class were delighted when they could each choose a number song for the class to sing. They loved the singing, most joined in the actions enthusiastically and knew the numbers to go with them. The very strong emphasis on speaking and listening is helping pupils to make very good and speedy progress.

Learning through play has a high profile and this is helping children to achieve well in their social and emotional development as well as in their physical development. The superb outdoor play area is used regularly by all groups. Outdoor learning opportunities cover all areas of learning so that children's experiences are reinforced constantly. There is particularly good emphasis on developing children's independence from the baby group upwards. A delightful example of this was a toddler who was not only determined to feed herself but also to eat green beans for the first time – from her key workers plate. Older children serve themselves, with excellent attention to being safe from hot dishes. The food provided is appetising and healthy and recognises children's faiths appropriately.

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?	Outstanding
How well does the provision promote inclusive practice?	Outstanding
The capacity of the provision to maintain continuous improvement.	Outstanding

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Outstanding
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Outstanding
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?	Outstanding
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Outstanding
How well are children helped to stay safe?	Outstanding
How well are children helped to be healthy?	Outstanding
How well are children helped to enjoy and achieve?	Outstanding
How well are children helped to make a positive contribution?	Outstanding
How well are children helped develop skills that will contribute to their future economic well-being?	Outstanding

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

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 the last inspection.

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.