

Blue Grass Purple Cow Nursery

Inspection report for early years provision

Unique reference number

EY314653

Inspection date

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Inspector

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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

Blue Grass Purple Cow Nursery has been registered since 2005. It operates from a single storey, converted church hall in the Higher Disley area of Stockport. The setting is registered to care for a maximum of 43 children at any one time. It is registered on the Early Years Register and the Childcare Register and is open five days a week from 07.45 to 18.00. There are currently 73 children on roll. Children are cared for in three group rooms. The nursery employs 13 staff, including the manager. All staff work directly with the children and 10 hold a suitable childcare qualification. Three other staff members are currently working towards a level two qualification. The setting supports children with learning difficulties and disability and children who speak English as an additional language. The setting receives support from an Early Years Development Officer.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The staff in this setting are extremely well supported and lead by a highly motivated owner whose enthusiasm is inspiring. She is totally aware of every aspect of her setting and demonstrates an excellent ability and drive for improvement. She fully supports and encourages the staff as they consistently monitor the quality of care they provide. The staff team value and respect the parents and involve them in all areas of the provision including the self-assessment. The uniqueness of every child is highly valued and all aspects of children's care receives priority in this happy, well organised setting. The staff demonstrate a clear understanding of how children learn and develop and strive to promote their well-being. They operate an effective programme that ensures that all children are constantly challenged and supported through the Early Years Foundation Stage (EYFS) framework. As a result, the children are confident and are progressing well in the setting.

What steps need to be taken to improve provision further?

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

- help all staff to further develop and consolidate their understanding and awareness of the Early Years Foundation Stage framework
- improve food serving arrangements to ensure good hygiene and promote independence for children, also ensure staff role model positive social skills at meal time
- help staff to further update their safeguarding awareness

The leadership and management of the early years provision

The nursery provider is enthusiastic and highly motivated and she encourages the staff to be the same. She is excited and passionate about the nursery and her vision for its future. She fully supports her staff as they consistently strive to

improve their provision. She expects them to question and enhance their practice in all areas, to achieve the best for the children. The staff have developed good routines and strong working relationships with parents. They are also building effective relationships with other providers of the EYFS. Staff and parents work together to complete the nursery's self-evaluation. Their improvement record book outlines their plans for development in all areas of children's care. It details current practice and planned changes. It is a tool they continually re-visit to help them to promote continuous improvement in the setting. The staff attend regular team meetings and appraisals. They show commitment to improving their personal development and knowledge, through attending additional training. New information is shared regularly to ensure that all members of the team are able to keep abreast of current thinking and legislation. They have successfully completed recommendations made at previous inspections.

The opinions and views of parents are respected and they are highly valued as the most important carer of the children. Staff make every effort to keep them fully informed and involved, in all aspects of their children's care. They have established excellent relationships with them. The flexible induction and settling in process provides an opportunity for parents and staff to receive and share valuable information. Parents are welcomed into the nursery at anytime. Some choose to observe, others actively contribute to daily activities by sharing their own skills and knowledge. For example, photographic evidence shows parents baking with the children, introducing them to baby lambs and providing activities that help to promote children's understanding of cultural festivals. The key worker system helps staff to maintain daily communication with parents. They share information through discussion and the daily diary sheets. They also discuss the child's 'special book', which is a record of their ongoing achievements. A wealth of information for parents is displayed around the nursery. Newsletters inform them of the EYFS framework and explain how they can become involved in related topics and activities. Their opinions are regularly sought through questionnaires and discussion. Photographs record what their children do in all areas of their day. Discussion with several parents confirms that they are extremely happy with the setting. They say that they feel valued, supported and totally confident in the care that their children receive.

Security is high priority in the nursery. Risk assessments take place in all play areas, which ensures a safe and secure environment for children. Good policies and procedures support the safety and protection of children. These are shared with parents. Two staff have completed safeguarding training to ensure that children are appropriately protected. All staff demonstrate a knowledge of the policy and are clear about what procedure they will follow should they have concerns. However, most staff do not have up to date awareness of their Local Safeguarding Children Board procedures. The children are learning the importance of keeping themselves safe as staff consistently include safety awareness as part of their daily routine. They remind the children not to put too much food in their mouth because they might choke, not to walk on the wet floor because it is slippery and to keep the gate locked to keep them safe. The children are becoming aware that they must look out for each others safety, by not leaving toys on the floor because someone may trip up. The staff also remind them how to cross the road safely by using the green man at the crossing. They introduce them to people

who help us through visits, books and stories about fire-fighters, police officers and nurses. They provide activities, such as role play to extend and reinforce the children's learning.

The quality and standards of the early years provision

The management are clear about how the children and the setting are progressing. The nursery is constantly evolving, as they change things for the benefit of the children, the staff and the parents. The educational programme is organised to promote and challenge all children's development. It includes opportunities for them to explore, take chances and try things out for themselves. Observations are recorded in each of the learning areas and are used to inform the planning. Extended activities are spontaneously developed from children's interests, or ideas that they may bring from home. Staff meet parents regularly to share observations from both home and nursery. They decide the children's next steps together. This also provides an opportunity to alleviate any worries a parent may have about what their child can and cannot do. The management oversees all the planning and provides staff support. However, some of the staff will benefit from the opportunity to further develop and consolidate their understanding and awareness of the EYFS framework.

The children are encouraged to ask questions and expect an answer. They have choices and are encouraged to lead their own play and they are given time to finish what they are doing. The children enjoy the opportunities that help them to acquire and practise new skills and learning. They are interested, motivated and willing to learn. They independently choose what they do from a vast range of excellent activities and equipment. They show good concentration skills and curiosity and confidently interact with staff and each other. They love the sensory activities, which give them the chance to examine, wonder and reflect in the magic of changes. For example, they explore a giant tray of fresh snow. When staff add food colouring they are amazed as it turns blue and suddenly notice it smells of oranges. Older children want to know where the water has come from. The member of staff explains that their warm hands are making the snow melt. They listen and wonder and watch as the water drips from their hands and one child compares it to a dripping tap.

The children are learning new words through discussion, explanations and stories and they are becoming competent and skilful communicators. They join in group activities as well as working alone and they are learning to listen and respond well to simple instructions. They are beginning to recognise the letters in their names. They collect their name flowers daily, to register their arrival at the setting. They also practise their mark making in the writing area, in the sand or with chalk and paint, both indoors and outside in the garden. They extend their vocabulary by learning new words and sounds. When exploring feathers they practice the sound of the letter 'f'. They talk about feathers floating as they blow them in the air. They describe the soft plastic globe as squashy and the snow is crunchy. The wooden clogs are slidey, shiny and noisy. The babies listen curiously as the staff read them stories and they gurgle and squeal in response to the pictures they see in the book. There is an excellent range of books available that provide stories, factual

information and awareness of different languages. The children are beginning to understand that print carries meaning.

Children's good health is well promoted in the setting. Daily routines and procedures reduce the risks of cross-infection in the nursery and supporting documentation, policies and procedures are shared with parents. Daily exercise is included in the planning for both indoor and outside activities. Positive liaison between staff, parents and the cook ensures that children's individual dietary needs are appropriately provided for. Babies home routines for feeding and sleeping are followed, in conjunction with parents wishes. Children eat their meals and snacks at the table in small groups, with a member of staff. However, serving arrangements do not always promote good hygiene or children's independence skills. The staff eat their meals with the children, but they do not always role model positive social skills. The children are learning about healthy foods by planting and growing their own vegetable plot. Photographic evidence shows that, in the summer, they grew carrots, potatoes, courgettes and peas in a pod. They helped to prepare and cook the vegetables and they learned that some foods grow under ground and some grow above ground. They often explore different foods and they remember when they tried mango and chick pea korma. They are developing awareness of healthy lifestyles and good self-care. The children respond positively to the warm relationships they are developing with the staff and with each other. They are happy, confident, secure and progressing well in the setting.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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 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.