

The Village Nursery

Inspection report for early years provision

Unique reference number	EY369663
Inspection date	12/08/2009
Inspector	Margaret Baines

Setting address	Village Nursery, 194-196 Lytham Road, BLACKPOOL, FY1 6EU
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Telephone number	01253 349710
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Type of setting	Childcare on non-domestic premises
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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

The Village Nursery is situated in the south shore area of Blackpool. The registered person is the owner. It has been previously registered for four years, prior to the current owner receiving registration in 2008. Registration is for up to a maximum of 49 children in the early years age range. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Registers. There are currently 32 children on roll. The nursery operates each week day for 51 weeks of the year from 08.00 to 18.00. The nursery offers a collection service using the mini bus.

The setting offers a baby unit and toddler room on the ground floor and a pre-school unit on the first floor. There is an outdoor area to the rear and side of the nursery. There is a staff team of 12 led by a qualified owner and a manager. Advice, support and training is gained from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Staff understand the uniqueness of each child and the setting works well to meet the needs of all children. The nursery promotes inclusive practice effectively providing good support to enable all children to make progress in their learning and development. Children's welfare is a priority therefore children are cared for in a safe, secure environment. Self-evaluation has been completed and action plans indicate areas for future development.

What steps need to be taken to improve provision further?

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

- continue to develop the observation and assessment of children's learning to clearly link to the next steps
- develop staff's understanding of the Early Years Foundation Stage to enable them to deliver the curriculum with confidence.

The leadership and management of the early years provision

The registered provider and the manager work hard to ensure children are happy and settled as they explore and enjoy a good range of activities. Staff are familiar with the policies and procedures through induction and team meetings. Policies are implemented effectively to ensure regulations are met and children are safeguarded. Children's learning and development is supported effectively by staff who are in the main qualified. They are developing their understanding of the Early Years Foundation Stage although at present they are not sufficiently confident to plan for individual children's future learning. Staff deployment is effective in the support given to children to ensure their all-round learning and development.

Training is offered and staff are encouraged to participate to further their professional development. For example, staff have accessed training for the Early Years Foundation Stage, special educational needs and safeguarding. Consequently, this improves the learning outcomes for the children who attend. Employment and induction procedures ensure all staff working with the children are suitable to do so. Staff are clear about their roles and responsibilities within the nursery. They meet together regularly with the newly appointed manager to discuss the curriculum, the environment and activities to support children's learning. Records are developing that evidence children's progression. However, they do not sufficiently evidence observations and assessments to identify children's achievements and the next steps in their learning.

The registered provider and the manager support staff effectively in all aspects of the pre-school. Self-evaluation is in place, although parents and other professionals have yet to feed into this process. Partnership with parents is good. Parents are welcomed into the setting, they are encouraged to read all information related to their children's learning. Newsletters are provided with translation available in Polish for those parents who have English as a second language. Parents report they are very happy with the care their children receive. They feel welcome in the nursery and value the care and learning that their children receive. Daily dairies are sent home which share their day with parents and carers. The manager encourages good links with local schools to aid the transition of children from nursery to school.

Systems are in place within the pre-school to ensure a fully inclusive approach to meeting the needs of children. Children who may have a learning difficulty or those who have English as a second language are supported effectively to ensure they enjoy the inclusive environment. Children are safeguarded effectively because staff understand their responsibility in this area.

The quality and standards of the early years provision

The manager and staff have a sound understanding of the Early Years Foundation Stage (EYFS) which is reflected in their practice. Children are provided with a range of interesting and stimulating activities to help them make progress across all areas of learning. For example, children enjoy creative play, they are excited in the construction area and enjoy the painting activities. Outdoor play extends their large muscle movements, whilst the use of scissors and tools for play dough, for example, develops their fine motor skills. Children enjoy a variety of resources, which are stored at a low level to enable them to initiate their own ideas and make independent choices. Staff dedicate their time to playing and interacting with the children, consequently children's confidence and self-esteem are developing well. Children are learning to work independently and in small groups as they learn to cooperate. Staff ensure they get to know the children well, as they gather information from parents about children's likes and dislikes and any dietary or medical requirements. Consequently, this ensures that their individual needs are met effectively. The uniqueness of each child is valued and reflected in the activities made available for them. Outdoor play ensures that children enjoy fresh air and develop a variety of skills as they access a range of equipment, for

example sit and ride toys and balancing equipment.

Staff are developing their skills to extend children's vocabulary as they talk to children frequently and encourage responses. Problem solving and reasoning are promoted through a range of activities. For example, children count the small world toys and play games that promote an understanding of numbers. Children are encouraged to develop their understanding that print carries meaning and are developing a love of books as they learn to handle them carefully and enjoy listening to stories. Children have opportunities to learn about the wider world as activities are planned that share this element of the curriculum effectively. Very young children have good opportunities to access a range of resources that promote their discovery and develop their physical skills, for example, coordination as they crawl and begin to walk.

Children learn about healthy eating as they enjoy, for example, fruit at snack time. Lunches are cooked on the premises and include fresh ingredients. Children learn about good hygiene practices; they wash their hands at appropriate times of the day. Children learn about keeping themselves safe, for example, they are encouraged to help tidy the toys away. Staff work effectively to support children in each area of learning. Teaching in numeracy, literacy and information technology contribute positively to their future economic well-being.

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?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
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?	3
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?	3

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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