

Quarry Brow Nursery

Inspection report for early years provision

Unique reference number	EY285358
Inspection date	15/01/2009
Inspector	Karen Ling
Setting address	Ormsgill Primary School, Mill Bank, Barrow-in-Furness, Cumbria, LA14 4AR
Telephone number	01229 829 413
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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

Quarry Brow Nursery is privately owned and managed. It opened in 2004 and operates from a purpose built nursery attached to Ormsgill Primary School in Barrow-in-Furness. The nursery can be accessed via a slope or steps. A maximum of 42 children under eight years may attend the setting at any one time. Older children up to the age of 11 may attend the before and after school and holiday provision, which operates from a room within the school. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary Childcare Register.

There are currently 64 children attending who are within the Early Years Foundation Stage (EYFS) of which 13 are in receipt of funding for nursery education. There are 24 children on the childcare register. The setting is open each weekday from 07.30 until 18.00 for 51 weeks of the year. The nursery supports children with learning difficulties and/or disabilities.

There are 10 members of staff who work directly with the children including the manager. Seven staff hold appropriate childcare qualifications and three are working towards one. Two senior members of staff hold Early Years Professional Status. The nursery has achieved the Cumbria County Council Quality Assurance Scheme.

Overall effectiveness of the early years provision

Quarry Bank provides effectively for children in the EYFS and children enjoy their time at nursery and the club. The manager and staff successfully involve children and their parents and carers. This ensures that all children are included and individual needs are met. The provision is suitably organised, there is a clear sense of purpose and a commitment to continual improvement

What steps need to be taken to improve provision further?

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

- improve hygiene routines and ensure that all staff and children consistently adhere to them
- develop planning across the provision so that all children receive appropriate challenge; ensure assessments have a clear focus and are systematic and record children's progress in relation to early learning goals
- continue to develop links with other providers delivering the EYFS for children to ensure a complementary curriculum and continuity of learning and care.

To fully meet the specific requirements of the EYFS, the registered person must:

- conduct and regularly review a risk assessment of the environment, maintain a record of identified aspects

29/01/2009

and when and by whom they have been checked (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register)

The leadership and management of the early years provision

The commitment and enthusiasm of the manager is evident in her leadership of the setting. Previous recommendations have been satisfactorily addressed. Although action planning is not formalised staff meetings regularly include aspects of provision highlighted for improvement; for example, the outdoor curriculum. Sound recruitment and vetting procedures are in place. Improving staff knowledge and understanding is a feature of the provision. The nursery accommodates a number of trainees on childcare training programmes working towards level two and level three National Vocational Qualifications. Two members of staff have undertaken accreditation for Early Years Professional Status and all key staff complete core training, such as child protection and paediatric first aid. Awareness of the EYFS requirements has been delivered mainly through in-house training.

Children are taught to be safety conscious; older children take part in road safety awareness for example. Robust effective procedures and practices are in place for identifying any child at risk of harm and liaising with the appropriate child agencies. Whilst some risk assessments are carried out they are not sufficiently rigorous and are not recorded as required by the EYFS. This is a breach of regulation. As such the safeguarding of children is compromised.

Liaison with parents and carers is good. Staff are friendly and key people make time to speak with parents regularly. Parents clearly feel welcomed at the nursery and appreciate the support and advice passed on to them by staff. The manager has made inroads into developing links with other providers delivering the EYFS for children. As yet systems for ensuring the exchange of information have not been established.

The quality and standards of the early years provision

Children are cared for by staff who consider their individual needs, likes and dislikes. They form positive relationships with children and offer specific support where required. This ensures children are secure and receive the necessary attention. Overall the policies and procedures in place underpin the smooth running of the setting. Behaviour is well managed, manners, such as saying 'please' and 'thank you' are regularly encouraged and children show developing social skills. They sit well during group activities and are very patient as they wait for lunch and snacks.

Communication is promoted well particularly with the babies. Staff display good levels of close interaction and eye to eye contact. Babies show growing understanding of the spoken word and desire to relate to others. Staff set positive role models and older children show developing levels of confidence as they

converse with peers and adults. They understand and follow set rules and routines. The layout of the environment and access to resources enables children to make independent choices.

Staff use planning to ensure children receive a wide variety of experiences and routinely rotate the resources available. Babies are supervised closely whilst being able to explore their environment safely. Older children receive a suitable balance of self-chosen and adult-led activity. All areas of learning are considered in the planning of the curriculum. However, adult-led activities lack differentiation and whole group activities do not ensure all children are suitably challenged. Overall children make satisfactory progress. Staff routinely complete observations to assess children's achievements. As yet however, information from observations does not systematically inform learning priorities and ensure motivating learning experiences are provided. Although staff know children well and can give a general indication of a child's learning and development, information collected does not inform staff of how well children progress over time in relation to the early learning goals.

Children's health is promoted effectively overall. They receive a balanced and generally nutritious diet and fresh fruit snacks each session. All children are taken outside daily for fresh air and rigorous exercise. They enjoy the freedom of moving around in open spaces. Staff have not done enough however, to ensure that potential hazards during building works have been made inaccessible to children. Neither are hygiene routines sufficiently robust or consistently followed by all. For example, hand washing and toileting routines, nappy changing routines and the storage of certain baby items do not ensure the prevention of cross contamination.

Children arrive confidently at the before and after school club and say they enjoy their time there. They get on well together, behaviour is good and they are courteous towards one another. The variety of resources offers a suitable range of interest and enables all children to be involved. As yet planning for the EYFS, observation and assessment has not been extended to this aspect of provision.

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?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

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?	3
How well are children helped to be healthy?	3
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

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 29/01/2009
- ensure the required records are kept 16/01/2009
- make available to parents the necessary information about the provision 29/01/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 29/01/2009
- ensure the required records are kept 16/01/2009
- make available to parents the necessary information about the provision 29/01/2009

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.