

The Old Rectory Nursery (Barwell) Ltd.

Inspection report for early years provision

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EY302880

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Inspector

Judith Chinnery

Setting address

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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

The Old Rectory Nursery opened in 1986 and re-registered as a limited company in 2005. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children are cared for on the ground floor of the property between three rooms. Access to the premises is via a shallow step at the front of the building. There are also some steps up to the front porch. There is a secure enclosed outdoor play area. A maximum of 28 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 17.30 for 51 weeks of the year.

There are currently 61 children in the early years age group on roll and of these, 30 children receive nursery education funding. Children come from Barwell and the surrounding areas. The nursery currently supports children with learning difficulties and/or disabilities.

The nursery employs eight staff of whom seven hold an appropriate early years qualification. A member of staff is working towards a Level 3 qualification and another towards a Level 5 qualification in child care.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The setting has made some significant improvements since the last inspection. Staff are now much more aware of their strengths and weaknesses and the areas which they are continuing to improve. Partnerships with parents and others are now more firmly established so that they can contribute more fully to their child's care and learning. The staff are also much more aware of the children's individual needs and are starting to ensure that all children are included more fully in the life and activities of the setting. Consequently children's welfare needs are more effectively met and they are making sound progress in their learning.

What steps need to be taken to improve provision further?

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

- develop a culture of reflection and self-evaluation to identify strengths and priorities for development that will improve the quality for all children
- develop understanding and confidence in completing continual observational assessment in order to form a view of where each child is in their learning, where they need to go, and the most effective practice to support them in getting there
- develop understanding and knowledge of inclusive practice to ensure that all children receive personalised learning, development and care in order for them to get the best possible start in life with particular regard to the organisation of the environment and daily routines
- develop more effective ways of communicating with parents and others to

ensure that there is a two-way flow of information, knowledge and expertise.

The leadership and management of the early years provision

The manager and leaders in the setting are now working together more effectively to promote changes and improvements to children's care and learning. The staff maintain suitable records for the safe and efficient running of the setting so that children's health and safety needs are met. For example accident and medication records are up-to-date and accurate. Written policies and procedures such as for managing children's behaviour and complaints are informative and underpin staff practices. They are also shared with parents so that all aspects of children's care are transparent to all. The manager and leaders are committed to inclusive practice and promoting equality of opportunities for all children. However, some aspects of the setting's organisation, for example, around meal times, do not always support the individual needs of some children.

Managers have started to develop better systems to evaluate the settings strengths and weaknesses for themselves. They are now starting to build on the achievements of the last few months to continue to address any further areas of weakness. This is giving the setting a much clearer focus for future developments and improvements. However this is not yet fully established across the setting which means that staff, children and parents are currently less able to contribute to this process.

Children are appropriately protected and safeguarded in the setting. Managers have a sound knowledge of child protection procedures and are well aware of what to do should they be concerned. A suitable policy regarding safeguarding supports staff in managing and dealing with any concerns they may have. They recognise possible signs of abuse and are clear about where and to whom they would report those concerns.

Managers have now established better systems for working in partnerships with parents, carers and others. Parents receive appropriate information regarding the provision and its curriculum. Staff form sound relationships with parents and pass on and share daily information regarding children's care and routines. However, not all parents are able to become fully involved in their children's learning and development because the setting have not yet fully established a variety of different opportunities to do so.

The quality and standards of the early years provision

Children of all ages enjoy being in the setting. They settle quickly to activities when they arrive and build sound relationships with adults because staff listen to them and offer lots of praise and encouragement. Children's good health is promoted appropriately. Children receive nutritious snacks and meals which include fresh fruit and vegetables each day. They are able to access fresh drinking water so that they are unlikely to become thirsty. They are also able to go outside each day in the fresh air. Most children are developing sound physical skills because

they have plenty of space to move around and can try out different skills such as running, jumping and climbing. Children are safe in the setting, they enjoy being able to move safely and freely from room to room because the staff ensure that appropriate safety precautions are in place. For example, gates prevent access to the stairs and the kitchen.

Children's ability to enjoy, achieve and to develop skills for the future is sound. Staff are beginning to achieve a more appropriate balance between adult and child-led activities which means that the children are able to learn and progress more effectively. Staff are now starting to implement more effective ways of observing and assessing children's progress towards the early learning goals. They are beginning to build on children's starting points and plan activities around children's interests and what they need to do next. Consequently children become engrossed in their play and are able to consolidate what they are learning. Young babies and toddlers enjoy being able to investigate their surroundings, feel the texture of the sand, fill and empty containers as they master early sorting and matching skills. Older children count objects confidently, know many common shapes and are keen to use the computer. Staff are starting to build on children's interests, for example, a small group's interest in trains has led to them looking for information in books, making a large train from boxes and a trip to the station. This helps children to develop appropriate language skills, cooperate with each other and broaden their knowledge and understanding of the world around them. However, the facilitating of child-led learning along with new systems for assessment and planning means that they are not sufficiently well embedded yet to be fully effective. Consequently, children are not always able to progress to their full potential.

In the main children behave well in the setting. They respond positively to the staff who give clear explanations and redirect and distract children appropriately. Staff support children with learning difficulties and /or disabilities appropriately by working with parents and other professionals to ensure that their particular needs are met. Children have access to resources which reflect positive images of other cultures and beliefs. The staff are starting to use these more effectively, along with celebrating the different festivals which are relevant to the children attending, to promote children's understanding and respect for themselves and others.

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?	3
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?	3
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?	3
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: 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.