

Cuddington Nursery & Out of School Club

Inspection report for early years provision

Unique reference number	305035
Inspection date	23/03/2009
Inspector	Felicity Cooper

Setting address	Cuddington Primary School, Ash Road, Sandiway, Northwich, Cheshire, CW8 2NY
Telephone number	07745865011
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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 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

Cuddington Nursery and Network Link Club is among a number of nurseries and out-of-school clubs run by Network Nurseries. It opened in 2001. The pre-school nursery operates from one room within Cuddington Primary School and has access to a designated outside play area. The out-of-school club is based in the dining hall. The nursery serves the local area but the out-of-school club is solely for children attending the school. The provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register for a maximum of 48 children aged between two and eight years. The nursery is open each weekday during term time from 09.05 to 11.35 and 12.35 to 15.05. There is provision for children to have full day care by staying through both sessions with a lunch hour between. The out-of-school club is also open each weekday during term time from 08.00 to 09.00 and from 15.00 to 18.00.

There are currently 27 children from two and a half to four years of age on the nursery roll, of these, 20 are funded three or four-year-olds. There are 53 children on the out-of-school roll. Children mostly come from the immediate locality, although a few in the nursery have parents who live some distance away and bring their children here because it is close to their place of work. The setting is able to support children who have learning difficulties and/or disabilities and those who speak English as an additional language.

The nursery and out-of-school club employs three members of staff and has a number of designated supply staff. All permanent staff hold appropriate early years qualifications and the manager has a foundation degree in early years practice. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The setting meets the needs of all children well in both the nursery and the out-of-school club, and is fully inclusive. Children are happy and settled because they are able to take part in a wide range of interesting activities in a safe and welcoming environment. Parents are recognised as important partners in their children's learning. The management has already identified that currently parents are not sufficiently involved in contributing to the assessment of children's learning and development. Safeguarding procedures are rigorously followed in most instances. However, the outcomes of the daily safety check are not recorded. Excellent systems for self-evaluation ensure that there is an outstanding capacity to improve.

What steps need to be taken to improve provision further?

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

- enable parents to be more involved in the initial and ongoing assessments of

children so that the setting can plan even more effectively to meet children's needs

- maintain a register of aspects of the environment which require checking on a regular basis and record when and by whom they have been checked.

The leadership and management of the early years provision

The manager provides strong leadership to the staff team and she is fully committed to improving the quality of the provision. All staff are included in the highly effective self-evaluation procedures which ensure that areas for improvement are clearly identified. For example, staff have recognised the need to further facilitate transition to the Reception class so they are introducing a summer term leavers' report for teachers and parents which will contain valuable information about each child's stage of development. Parents' comments are sought and acted on. The effective use of staff appraisals identifies areas for professional development and staff are supported in attending further training.

Staff are aware of their responsibilities to safeguard children and there are clear procedures in place to ensure that appropriate action is taken if needed. Robust recruitment and induction procedures ensure that children are well cared for by suitable and well-qualified staff. Good arrangements are in place to ensure the safety of children. Access to both provisions is through the main school entrance and visitors are required to sign in on arrival. Risk assessments are carried out. Staff also undertake daily checks of the premises but they do not record these.

Partnership with parents is valued greatly by the nursery team. Parents are appreciative of the good arrangements for settling children in and of the good information which is provided through newsletters and termly parents' evenings. Parents complete a questionnaire about their child's interests and preferences when they first start at the setting. However, these do not enable staff to assess individual's skills and abilities in order to help them plan activities to promote the next steps in children's learning as soon as they join the group. The manager is building strong links with the host primary school through, for example, joint planning for the use of the outdoor area.

The quality and standards of the early years provision

Children enjoy good opportunities to help them to make progress across all the areas of learning. Staff are developing a good understanding of the Early Years Foundation Stage framework and plan activities which are based on their prior assessments and observations so that children's interests are taken into account. Next steps are clearly recorded and are beginning to be reflected in the planning so that individual learning needs are met. The manager is introducing a system to encourage parents to contribute to the ongoing assessment of their child's progress but this is in the early stages of development.

The accommodation is bright and stimulating and is set out thoughtfully according to the areas of learning. Equipment is labelled and accessible to children so that

they can select their own resources. Independence is encouraged well; for example, children carefully sweep up sand and put paper on the easel ready for painting. Daily planning clearly identifies an adult-led activity with a wide range of child-initiated activities. Staff are skilled in developing children's speaking and listening skills as they ask questions and, for example, give verbal clues about objects in a bag until children can guess what the object is. Children take part enthusiastically in music sessions as they learn about loud and soft noises and use musical instruments to accompany their singing.

Behaviour is good because staff adopt a consistent approach and children have been involved in making up their own rules. Staff have created a safe and secure environment and have introduced a key worker system which effectively ensures that children's individual needs are met. The nursery promotes healthy eating practices by providing children with a well-balanced range of snacks and freshly prepared meals. Snack time also provides an opportunity for children to develop their social skills as they chat to each other and the staff. Children have contributed to making excellent interactive wall displays which help them to understand about healthy eating. They are able to develop their physical skills in the outdoor area where they have access to a climbing frame and wheeled toys. Children have an excellent understanding of how to keep safe because risks, such as stranger danger, are explained well through displays and visits from the police. Staff encourage children to share and take turns. A collage entitled 'Celebrate our similarities and differences' effectively promotes the setting's ethos of inclusion and friendship. Children are encouraged to develop skills appropriate to good learners and they are well prepared to start their school life.

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?	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?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
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

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