

# Crank Nursery Ltd

Inspection report for early years provision

---

<b>Unique reference number</b>	315416
<b>Inspection date</b>	23/04/2009
<b>Inspector</b>	Chris Scully
<b>Setting address</b>	Crank Hill, Crank, St Helens, Merseyside, WA11 7SD
<b>Telephone number</b>	01744 886166
<b>Email</b>	
<b>Type of setting</b>	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).

## Description of the setting

Crank Nursery Ltd registered in 1990. The nursery is a registered charity managed by a board of trustees. The nursery operates from a converted school in Crank, a semi-rural area of St Helens. The nursery is open each weekday from 08.00 till 18.00 all year round. All children share access to the enclosed outdoor play areas and community field. Children come from a wide catchment area.

The nursery is registered on the Early Years Register. A maximum of 84 children may attend at any one time. There are currently 120 children from birth to under five years on roll. A number of three and four year old children receive funding for early nursery education. The nursery supports children with specific needs and for whom English is an additional language.

The nursery employs 25 staff. Of these, 23 staff including the manager, hold appropriate early years qualifications. Two staff are undertaking NVQ level 4 in childcare. The setting receives support from the local authority.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Most required records, documents and procedures are appropriately maintained, although there are some omissions with regards medication records, complaints and first aid kits. The implementation of risk assessments means children are generally kept safe and most staff are aware of the settings safeguarding procedures. Children's learning and development is effectively supported and is usually planned around their individual needs. Staff are knowledgeable about the children in their care and ensure all children are able to take part in the activities and experiences provided. Systems for self- evaluation are evolving with the setting working in partnership with others to develop the current provision.

## What steps need to be taken to improve provision further?

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

- develop the observation and assessment systems to ensure they consistently identify the next steps in the children's learning and embed the revised planning systems to ensure children make as much progress as possible in relation to their starting points
- improve upon children's safety by ensuring risk assessment cover anything with which a child may come into contact with within the building, on outings and the various outdoor play areas
- enhance the organisation of the setting by ensuring all staff are fully conversant with the procedures to take regarding allegations made against staff, maintain confidentiality within the complaints record and develop the systems for induction and appraisal.

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

- ensure parents are fully informed of all medication administered to children and acknowledge the entries made in the medication record 30/04/2009
- ensure all first aid kits are appropriately stocked in order to meet the needs of children. 30/04/2009

## **The leadership and management of the early years provision**

Staff have a sound understanding of safeguarding issues and the action to take if they had a concern about a child's welfare. However, some staff are not fully informed of the action to take should an allegation be made against a member of staff. This hinders their ability to take appropriate action. Records and documentation, which are required under the legislation are generally well maintained, although confidentiality is not preserved within the complaints record. Some systems are in place for induction, but these are not sufficiently robust and do not include safeguarding, systems are currently being implemented around staff appraisal. Children are generally kept safe. However, monitoring systems for risk assessments are not effectively carried out, for example, manager's are not informed of stacked chairs being left in the room by other users. Risk assessments are in place and are reviewed by the health and safety officer. However, these do not encompass all areas, which result in some risks, such as debris left by other users and open gates to some external play areas being left open not being identified.

Self-evaluation systems are being developed to ensure the ongoing development of the provision. Appropriate action has been taken to address the issues raised at the last inspection to enhance the learning opportunities offered to children and support children's safety. This includes the reorganising of rooms for older children, which has significantly improved upon their learning opportunities. However, parents acknowledgment of any medication administered to children is not consistently applied leading to omissions in the entries. All staff hold current first aid certificates to ensure children receive appropriate care should they have an accident. Although, this is hindered as the first aid boxes are not appropriately stocked and contain numerous items, which are out of date.

Partnerships with parents are flourishing. Effective systems are in place for sharing information about children's progress for example, daily diaries verbal exchanges with staff, annual parents day's and other social events throughout the year. Systems for working in partnership with others are progressing well and enable the provision to review some of their systems, such as planning. All children are included in all of the activities provided. They are developing positive attitudes to others as they acknowledge different cultures and beliefs, such as Diwali during the year as a result children learn to respect the needs of others.

## The quality and standards of the early years provision

The quality of teaching and learning is good, resulting in most children making effective progress in their learning. Staff have a secure understanding of how children learn and generally provide a wide range of interesting activities to stimulate children's interests such as going camping and cooking sausages and marshmallow on barbeques. Thus improving their knowledge about keeping themselves safe, experiencing cooking on a real fire and using their imagination to recreate this experience indoors. This means children are active, creative learners who enjoy the challenge of new experiences. Innovative ideas include the creation of books so that older children can revisit events and talk about them thus enabling them to consolidate their learning. However, consideration is not always taken for those children who attend part-time to ensure they have equal access to all activities. Staff are in the process of implementing new systems for observation, assessment and planning, as current plans do not consistently identify the next steps in children's learning nor identify the areas of learning. As a result some younger children are not always sufficiently challenged. Some systems are in place for identifying children's starting points, but again these are not consistently applied across the provision.

All children are happy, settled and develop strong bonds with their carers. Children develop an understanding of turn taking and sharing through appropriate support from staff who act as positive role models. Hence, as they mature they play collaboratively with their peers and confidently suggest new ideas to enhance their play. Effective key worker systems ensure children's needs are met, for example, babies will seek out key staff for reassurance if they feel insecure. Staff are extremely knowledgeable about the children in their care, which enables them to provide suitable activities to help them to make progress. Children's language skills are progressing well with babies revelling in the opportunities to engage staff and visitors in conversations. Older children are very confident and happily regale staff with tales of their escapades at home. They enjoy reading books and understand that print carries meaning as they label their own work. Children's language and communication skills are enhanced by the effective use of open-ended questions as they enable them to think through and solve problems, such as how to extend the assault course they have created outdoors.

Younger children's physical skills are progressing well as they confidently use climbing equipment and play football with their friends. Children learn to respect the environment as they grow seeds and plants. Thus developing an understanding of environmental and global issues and their impact upon these. Children have opportunities to be creative and explore a range of sensory experiences such as 'gloop'. Their art work is displayed with pride by staff around the setting resulting in children have a strong sense of belonging. Extensive use of photograph enhances children's sense of community as they eagerly explain what they were doing in the photographs, for example, the christening ceremony and explain in detail what was happening and the roles each child took.

Older children's mathematical skills are progressing well as they confidently recognise a range of numbers in the environment and use an increasing range of

mathematical vocabulary, such as bigger, tallest and middle. Staff effectively introduce the concepts of number to babies as they count the blocks in a tower and wait for them to knock them down. Children demonstrate an increasing awareness of the needs of others as they sensitively care for their 'babies'. Children ensure they are fed appropriately and clothed. Daily routines, such as washing hands and discussions about why this is important help children to understand the need for good hygiene routines and the implications if they fail to do so. Older children follow these routines with minimal prompting and eagerly tell visitors about how germs can make you ill. Children are offered a suitable range of food options, which contribute to their ongoing health and development.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	2
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](http://www.ofsted.gov.uk)

