

Pendle Nursery

Inspection report for early years provision

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Inspector Cynthia Walker

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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

Pendle Nursery was registered in the present building in 2003 and was previously registered in another premises from 1969. The nursery is situated close to the centre of Barnoldswick and serves the children within the Borough of Pendle. The nursery consists of a large playroom, conservatory, four playrooms, office and kitchen facilities. The under two year olds have their own base room. There is a large outdoor area providing opportunities for outdoor play. The nursery is open five days a week from 07.30 until 18.00 throughout the year with the exception of two weeks in the summer and a week at Christmas.

The nursery is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. A maximum of 89 children may attend the nursery at any one time. There are currently 212 children on roll and children attend for a variety of sessions.

There are 27 staff who work with the children, of whom 23 hold appropriate early years qualifications. The manager holds a degree in education and an early years foundation degree. The setting provides funded early education for three and four year olds. The nursery supports children who speak English as an additional language and children with learning difficulties and/or disabilities.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The nursery is highly effective in making sure children's progress is consistently good and exemplary in significant areas. The welfare of the children is promoted extremely well. There is an excellent partnership with providers, parents and other agencies who work together to ensure the children's needs are well met. Active involvement in an inclusion project enables the nursery to be highly effective in ensuring that all children are integrated and in overcoming barriers to prevent this. Comprehensive evaluation provides an accurate record of what the setting does well and what it needs to improve and actions to be taken are well targeted.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- review the methods of recording the children's identified future learning within the planned activities to ensure consistency is maintained throughout the nursery.

The leadership and management of the early years provision

The exceptional management structure and very skilled staff work as a superior team and provide excellent care and education for children. Comprehensive documentation which is required for the safe and efficient management of the nursery is efficiently organised and actively promotes all aspects of children's needs. There is a robust recruitment and vetting procedure which maintains the suitability of staff and promotes the children's safety. The staff team are involved in reviewing the highly effective policies and procedures at monthly meetings. An innovative idea to translate information about the nursery into three languages has supported families into nursery places. Effective appraisal systems ensure future training is clearly identified and the nursery is strongly committed to the continued professional development of the staff team.

Self-evaluation reflects a thorough analysis of the nursery which includes staff, parents and the local authority. The providers have clearly identified how they have raised children's achievements and made improvements to the provision, for example, introducing areas of individual learning which has an extremely positive impact on the overall quality of the provision. Regular questionnaires on a wide variety of subjects and a suggestions board give parents and carers opportunities to reflect on the provision. The nursery has become 'lead practitioners' within their local authority, which enables them to mentor other provisions. Skilful organisation of resources to support the areas of continuous provision enables children to be active in instigating their own learning. This is reflected in the highly effective organisation of the outdoor area which supports all areas of learning and includes an attractive covered area. Comprehensive risk assessments which include daily and more detailed room checks ensure staff take effective action to eliminate and manage identified risks within the nursery. All staff have a good understanding of child protection to enable them to effectively safeguard the children in their care.

Parents and carers receive excellent information about the nursery, which is reflected in the noticeboards outside each of the three designated areas and includes clear details of the week's planned activities. There is an excellent exchange of information and knowledge between the nursery and the parents and carers. Daily diaries or sheets give information about the activities their children have been involved in and there is opportunity for parents and carers to provide written input. Parents and carers are actively involved in evaluating and contributing to their children's individual play plan which is supported by parents' evenings and open days. A link book is used for the nursery to share information with the local school to ensure progression and continuity of learning and care.

The quality and standards of the early years provision

The provider and staff team have an expert knowledge of the learning and development requirements and are very skilled in helping children learn exceptionally well both in and outdoors. Extremely detailed individual play plans are skilfully completed by key workers for most children in the nursery and these are discussed, evaluated and shared with parents and carers at monthly meetings.

Staff working with children under two years use a range of methods to share and discuss children's individual learning at regular meetings. Anecdotal records and identification of children's interests are used to directly inform the plans. All staff are involved in planning and the innovative use of flip charts in each room enables key workers to clearly identify all children's interests and their future learning. This information is collated and used to plan the future weeks' activities at weekly room meetings to ensure activities are well matched to the full range of children's needs. Although all key staff have an expert knowledge of their individual children's future learning, this is not consistently reflected in the weekly planning. An exceptional range of activities ensures that every child is actively challenged and able to relish the learning experiences provided. Staff use every opportunity to maximise all areas of the building and the inspiring organisation of all areas of the nursery stimulates purposeful play and exploration, enabling children to instigate their own learning.

The staff's boundless enthusiasm and active involvement contribute and ensure that children are inspired to learn and develop. Their exceptional interaction, energy and enjoyment skilfully support and motivate learning. There is excellent use of the outdoor area throughout the day, for example, as children put on all-weather clothes to play in the rain and explore and investigate how water moves down sloping drain pipes as they wash leaves away. The older children's involvement in the 'Forest School', where small groups of children are taken to the local park, creates fantastic opportunities to make simple fires, make dens, make natural sculptures and show care for living things and raises their self-esteem through small achievable tasks. All children in the nursery access the exciting garden area which mirrors the activities in the park and includes growing lettuce, cabbage, rhubarb and strawberries. Younger children are enthusiastically involved in measuring their feet, with good use of mathematical language as they estimate if the paper is big enough for the staff's foot. Children count regularly as part of the activities as they count the currant buns or fingers in a glove; older children count 12 eggs and explain that one more would make 13. Children under two years use excellent concentration as they complete a number of colourful paintings as they carefully apply the brush to the paper. They introduce a small piece of glittery material which they use to cover their face and joyfully play 'peek a boo' as they lift it away from their face. Older children have produced their own story books, for example, 'Monica's Hat', and confidently write their own name to label artwork. Younger children listen enthralled to a pirate story as they sit in the ship sand tray wearing pirate hats as they identify and discuss aspects of the story.

The nursery is committed to providing high quality of care which promotes children's health and well-being extremely well. Involvement in growing fruit and vegetables, which are used for meals and snacks, constructively reinforces children's understanding of healthy eating. Children are developing a good understanding of dangers and how to stay safe as they respond to the clear explanations from staff as they move through the gates in the outdoor area. Experiencing rich cultural experiences, such as an African drumming group, encourages children to develop an understanding of diversity and a choices board effectively supports children with English as an additional language. Children behave extremely well in response to the calm and consistent response from staff.

They have developed very positive relationships and work extremely co-operatively together at activities, for example, investigating water outdoors.

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?	1
How well does the provision promote inclusive practice?	1
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?	1
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?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
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?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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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