

Conkers Nursery

Inspection report for early years provision

Unique reference number EY241094
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Inspector Janet, Elizabeth Singleton

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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

Conkers day nursery opened in March 2001 and was re-registered under the new providers Home From Home Childcare Limited in October 2002. The nursery is located in a rural area known as Langho in the Ribble Valley. The provision operates from a purpose-built building on two levels. Each age range has their own base room with the ground floor accommodating children under three years of age. The pre-school and school aged children are catered for on the first floor. A fully enclosed outdoor play area is available with both hard and soft play surfaces.

The nursery is registered on the Early Years Register. A maximum of 74 children may attend the nursery at any one time. There are currently 106 children on roll of whom 98 are aged from birth to under five years of age, some in part-time places. It is open each weekday from 07:30 and 18:00 all year except for public and bank holidays. There is an Out of School service offered during term times, consisting of before and after school care and school holiday periods. The nursery currently supports children with a learning difficulty.

There are 18 members of staff, 17 of whom hold appropriate qualifications. There is one staff currently undertaking training. The nursery provides funded early education for three and four year olds.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The staff have a good understanding of the Early Years Foundation Stage (EYFS) to promote children's welfare, learning and development with success. All staff are secure in their knowledge of their role in safeguarding and the supporting procedures to ensure children play in a safe and secure environment. The good organisation of the rooms allows for children to play freely and make good choices from the quality resources available to them. The staff promote good relationships with parents creating a beneficial twoway flow of information to enable them to plan and provide a fully inclusive service for all. The management and staff team are very aware of the strengths and weaknesses of the setting. They are very pro-active and include all staff in addressing the identified issues raised in their self-evaluation and action plans.

What steps need to be taken to improve provision further?

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

- develop the use of the observation and assessment of each child's achievements to ensure the clear identification of their learning priorities
- review the sleeping arrangement for those children within the tweenie and toddler room to promote the good health of these children, taking necessary steps to prevent the spread of infection.

The leadership and management of the early years provision

Policies and procedures are regularly reviewed and changes made as deemed necessary. These work well in practice and promote the welfare and learning requirements of the EYFS ensuring that children are safeguarded. All staff participate in training and this approach, combined with the appraisal and induction system, provides staff with the appropriate knowledge and skills to progress children towards the early learning goals. The planning and organisation of the setting ensures the areas of continuous provision invite children to use them as they move freely and confidently, changing activities as they enhance their own play with the quality resources. Although the organisation is good, children who require a sleep do not always have their own space to maintain good hygiene practices.

The recommendations identified at the last inspection have been attended to and these related to the cleaning procedures after snack time, safety on the stairs, snack time as a learning opportunity and the promoting of mathematics. The staff have reviewed procedures and planning in order to address all issues and as a result, outcomes for children are promoted more effectively.

Parents are provided with good quality information regarding the setting and are included in their child's learning and development. Parents complete a liaison sheet commenting on their own child's progress which is used to inform future planning. Staff seek highly useful information relating to their child's starting points which is used to plan for their individual needs. This approach creates a good two way flow of information between all partners involved in the child's learning, development and welfare. Feedback is sought through questionnaires and parents evenings along with daily discussions about the children.

The quality and standards of the early years provision

The staff have a good knowledge of the learning and development requirements which enables them to plan for a good balance of adult-led and child-led activities which include experiences for indoor and outdoor play. Children are well supported as staff are sensitive to their needs, sitting with them and talking about what they are doing and talking and asking questions that extend children's thinking. The children readily access the areas of continuous provision and enjoy themselves as they play in the sand, rolling and cutting out shapes in the malleable area or making tea in the role play area. They develop their physical skills as they play outside, running, climbing and developing their coordination as they ride the wheeled toys. They are motivated and interested at all times as they remain occupied and engaged in their play, enjoying and achieving in an environment in which they are active learners, confident and can make good choices about their play.

There is good planning which has strong links to all Areas of Learning with enhancement plans for the areas of continuous provision being in place. The planning is informed from the observation and assessment system on which the

children's next steps are identified. This is used to track the children's development and monitor their use of the activities to support their learning and development. Although meaningful observations are carried out, the identification of the next step in children's learning is unclear in relation to the intended learning outcome for some children. Staff promote children's understanding of diversity as they provide them with French lessons, resources which represent diversity and make good use of posters reflecting the diverse nature of the community to enable children to learn about the differences of people. The Equality of Opportunity Coordinator has attended training and has evaluated their provision, identifying the need to include resources in all areas of play to allow children to observe these in all the areas of play. The children benefit from the very good strategies for managing their behaviour including, distraction, talking to the child, good use of stickers and appropriate explanations. The children listen to staff and they respond well to instructions, they use resources properly and they show respect for each other as they play.

The high level of commitment of staff to implementing good strategies to support children's welfare, learning and development regardless of need or background, enables children to enjoy learning and to make good progress given their starting points and capabilities towards the Early Learning Goals.

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.	2

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?	2
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?	2
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?	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

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