

Duke Street Dragonflies

Inspection report for early years provision

Unique reference number	EY387779
Inspection date	23/06/2009
Inspector	Kathy Leatherbarrow

Setting address	Duke Street Nursery School, Duke Street, CHORLEY, Lancashire, PR7 3DU
Telephone number	01257 262430
Email	head@duke12.lancsngfl.ac.uk
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

Duke Street Dragonflies was registered in December 2008. The provision operates from within a purpose built building situated on the same site as the maintained school and the Children's Centre in Chorley. The provision provides care in the main room, quiet room, wet room and associated facilities. There are enclosed outdoor play areas to the side and rear of the building.

A maximum of 24 children aged two to eight years may attend the nursery at any one time. There are currently 32 children on roll. The provision is also registered on the compulsory part of the Childcare Register. The nursery is open each weekday from 08.00 to 18.00. The staff members employed within the nursery all hold an appropriate early years qualification.

Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. The inspiring and stimulating environment is highly effective in promoting outcomes for children. The highly skilled management and staff team is a clear strength of the setting and are constantly evaluating all areas of their provision to ensure continual improvement and high standards. Children are cared for in an exceptionally well organised and inclusive environment, where utmost priority is given to meet children's individual needs. This ensures that the setting promotes all aspects of children's learning and welfare significantly while recognising and valuing their uniqueness.

What steps need to be taken to improve provision further?

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

- reviewing the complaints procedure.

The leadership and management of the early years provision

The management team has high expectations for quality. All the staff are qualified and highly skilled, and good ratios of staff to children are maintained. The staff team are keen to share innovative ideas and their exceptional practices to promote the best outcomes for children. Regular staff meetings are focused and well planned enabling staff to share new ideas.

A strength of this setting is their forward thinking and careful planning, which is supported by the well documented quality indicator audit; this focuses on well-chosen areas for further development. Improvements have had a beneficial impact on children's welfare and development and a positive impact on the excellent quality of the setting. The setting has excellent links with parents, carers and other agencies. Outstanding induction and settling in arrangements, newsletters,

informal and formal meetings, family days, presentations, questionnaires and the sharing of children's learning journals mean highly beneficial information flows. Parents supply a wealth of information in a wide variety of ways that help staff provide appropriate learning experiences. For example, they display pictures and notes of their children's achievements at home on an interactive notice board, which staff skilfully use in the planning to build on the children's interests at home.

Records, policies and procedures are well maintained. Action taken to minimise risks is high, which means outdoor and indoor spaces are suitable and safe. The daily risk assessments and steps to safeguard children are strong. For example, staff are vigilant and complete safety checklists for each area and scrupulously check the outdoor areas. The full written risk assessment identifies everything a child comes into contact with. A couple of minor aspects in the complaints policy have not been updated, however, staff understand safeguarding children issues and children's well-being and good health are promoted through rigorous procedures.

The quality and standards of the early years provision

Staff have an excellent knowledge of the Early Years Foundation Stage (EYFS) learning and development requirements. Each area is set up with a great deal of care and insight into how to stimulate children's interest. For example, the physical outdoor play area and equipment is supported with dressing up clothes, books, craft materials, musical instruments, thus, extending children's imagination and learning. Children take a keen interest in nature and the environment around them. For example, children carefully and skilfully move a bee to safety using sticks and state that it is not going to fly away as it needs a drink from the flower. Children investigate how birds live and skilfully make a replica bird's nest from twigs, branches, leaves and moss. Children then research their interest with the support of reference books and using the internet. Children are aware of diversity through many stimulating activities. For example, they embrace the different languages many children speak within the setting and listen to stories told in different languages, which is supported with text around the environment. In role play they book different holidays around the world, looking at the globe and travel brochures and discussing the different things they may see and experience in the different countries.

Children are active learners and positively encouraged to behave in ways that are safe. Their behaviour is exemplary and staff effectively use positive methods to encourage this. Children cooperate and negotiate between themselves, for example, to ensure popular toys and resources are shared fairly children use sand timers as a means of ensuring everyone takes a turn. Children are developing good friendships showing kindness and empathy for one another; this is recognised by staff as they reward with kind heart awards. Children with learning difficulties and disabilities are fully integrated into the setting, as staff have considerable knowledge and use innovative methods to ensure their needs are identified, stimulated and met. Staff make excellent use of observation and assessment systems to plan for individual children. They provide inspiring and challenging experiences which are particularly well-matched to children's interests and needs.

Therefore, children achieve exceptionally well, both indoors and outdoors.

Staff have an excellent knowledge of the welfare requirements and implement effective policies and procedures to promote children's physical, social and emotional well-being. Children are confident on how to keep themselves safe both indoors and outdoors. For example, they sweep up spilt sand and pick up toys to ensure others do not slip; they remind one another to wear hats, apply sun cream and take regular drinks of water in the sun to ensure they do not get poorly. Children regularly help themselves to fresh drinking water and nutritious snacks throughout the sessions, which is supported by activities to teach them about healthy food choices, such as making fresh fruit kebabs.

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

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