

# Early Years Nursery School

Inspection report for early years provision

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**Unique reference number**

EY386086

**Inspection date**

17/06/2009

**Inspector**

Patricia King

**Setting address**

James Barney Child care Centre, Norman Way, MELTON  
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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

Early Years Nursery School opened in 2009 at the James Barney Child Care Centre, Melton Mowbray, Leicestershire. The provision was previously operating from Gloucester House and The Mall. Children have access to the main hall, smaller rooms and kitchen of the old school building and the rooms on the ground floor within the cottage on the same site. All children share access to the fully enclosed outdoor area.

A maximum of 70 children in the early years age range may attend at any one time and there are currently 123 children on roll. The setting is in receipt of nursery education funding and supports children with learning difficulties and/or disabilities and children who speak English as an additional language. The setting is registered on the Early Years Register and is also registered on the compulsory and voluntary parts of the Childcare Register.

Opening times are Monday to Friday, 09:15 to 14:45 term-time only. During school holidays, the setting offers a play scheme. Ramps provide access to both buildings.

## Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Robust, ongoing self-evaluation by the manager and staff team ensures that any priorities for future development are promptly identified and acted on, resulting in a service that is responsive to the needs of all its users. Exemplary partnership with parents, local schools and other agencies is a key strength ensuring that the individual needs of all children are met and they get any additional support they need. Up-to-date knowledge of each child's individual needs ensures that staff promote all aspects of children's welfare and learning successfully. Children are safe and secure at all times and have exciting opportunities to learn about their local area and the world around them. This means that children make excellent progress, given their age, capability and starting points.

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

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

- drawing upon an extended range of quality improvement tools that are available to continue to plan, organise and evaluate your performance to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet children's individual needs.

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

The provider is experienced, well qualified and an inspiring role model. She values the carefully selected, enthusiastic and well trained staff, actively seeking their input in all aspects of planning and development within the setting. Together, they continually reflect and review their practice and the services provided, maintaining a consistent capacity for future development. Robust recruitment, vetting, induction and appraisal systems ensure that all adults working with children are well prepared and suitable for their work. This results in a cohesive, dedicated team committed to achieving excellent outcomes for the welfare and learning of all children attending the setting.

A comprehensive and detailed range of operational policies and procedures are in place and regularly reviewed to ensure they are contemporary and efficient. Staff demonstrate a sound understanding of these documents and how to use them effectively to safeguard children. Excellent communications and information to parents ensures they have clear understanding of the operational and regulatory responsibilities of the setting and the services provided to children and their families. In discussion and by feedback questionnaires, parents express their praise and appreciation of the setting and key persons. Their comments inform that they feel totally included and involved in every aspect of their child's care, development and learning. Every effort is made to work with all agencies involved in the children's care and welfare and positive partnerships are established to enable every child to fully participate and benefit from their time at the setting.

Safety is of paramount importance in this setting and detailed risk assessments indoors, outside and on outings ensure hazards are identified and minimised. The management have created a vibrant, exciting, challenging environment where children enjoy innovative opportunities to learn through their play and experiences. Consequently, children are inspired to achieve well and make excellent progress.

## **The quality and standards of the early years provision**

Children are animated, enthusiastic and confident as they begin each day secure in the knowledge that they have imaginative and enticing opportunities to learn as they play. Careful attention is paid to keep up-to-date with details of children's interests and significant events in their lives. This information is used efficiently by key workers when planning for individual children to ensure that every child is offered targeted and relevant opportunities to extend their learning. Robust systems are in place to observe, check, secure and record children's learning which means that planning is effectively informed to identify next steps.

The indoor and outdoor environments abound with planned and spontaneous opportunities and activities to promote learning across all areas of the curriculum and all children have access to these within the daily routines. Regular outings promote children's understanding of their community and the world around them. For example, they have learned about the origins of "painting the town red" and enjoyed taking part in activities and role play to re-enact and celebrate this local

history. They visited the local park to gather twigs, fir cones and greenery which they used to create miniature gardens and their visit to the police station helped them learn about the lives of others. Staff skilfully capture such opportunities to stimulate children's imagination, creativity language and problem solving.

Staff demonstrate excellent role models and children respond happily to reminders when their behaviour is sensitively challenged. They show care and consideration for others, for example, sharing and helping in group activities and beam with pride when their efforts and achievements are recognised and praised. Children eagerly anticipate their turn to be "star of the week" when they have real opportunities to practice leadership and to share their special interests and experiences with others. They are learning that they are special individuals in a wider world and to appreciate diversity in others.

This setting effectively recognises the uniqueness of each child and supports every child so that no individual is disadvantaged. This results in every child attending being an active and competent learner according to their starting points and capabilities.

## 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>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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