

Adlington Community Nursery

Inspection report for early years provision

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Inspector

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Setting address

Adlington Community Centre, Railway Road, Adlington,
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Type of setting

Childcare on non-domestic premises

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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*.

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Description of the setting

Adlington Community Nursery has charity status and is committee managed. It has been registered since 1992 undergoing re-registration in 2005 and 2009. It operates from two playrooms. A downstairs room allows safe access to the outdoor area and is used occasionally during inclement weather. The group is based in Adlington Community Hall, which is located in the suburb of Adlington in Chorley.

The setting is open each weekday from 8 am until 3 pm. The nursery committee is registered on the Early Years Register to provide a maximum of 30 places, at any one time, for children aged two years to five years, during term time only. There are 47 children on roll and this setting supports children with additional needs. The nursery provides funded early education for three and four-year-olds. Children may attend seasonally or full time and bring packed lunches if attending full days. The setting provides a light snack and a drink mid morning and afternoon. The committee employ a staff team of eight staff all of whom are qualified childcare practitioners. One of these staff holds an early year's degree. Support and training is accessed from the local authority and membership of the Pre-school Learning Alliance is held.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The management and staff team is committed to developing and improving the overall outcomes for every child who attends the nursery. They are proactive in identifying priorities for development and act to promote children's welfare and development needs successfully. This leads to children making outstanding progress given their age, ability and starting points. All systems and procedures used are robust so ensuring that children are safe and secure and can make progress in their learning and development. Resources are used exceptionally well to provide an enabling environment where all children and their families are included and supported. The nursery works well with parents and other agencies and individuals to ensure that each child's individual needs are known and can be met.

What steps need to be taken to improve provision further?

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

- ensure that the written risk assessments made include every separate outing that children may be taken on
- consider the methods used for maintaining records connected to staff and committee member's suitability checks so they comply with current Criminal Records Bureau (CRB) guidance and protocols.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded because the setting is organised efficiently and prioritises safety. Staff are suitably vetted, qualified, trained and supported and all know whom to alert if they have concerns about a child's welfare or safety. Designated staff have been trained and understand the procedures for dealing with concerns about abuse. All staff take responsibility and use vigilance and risk assessments to ensure children's health and safety within the care environment inside and outside and on outings are not compromised. However, whilst trips to the library are informally safety checked, they are not included in the written risk assessment documents. The manager is the designated member of staff responsible for safeguarding children, but all staff are involved in teaching children how to adopt safe practices. Children feel safe in this environment and form attachments to staff who they feel able to approach for reassurance and comfort. Staff liaise with parents each day to ensure that there is consistent care. Good written information is available or displayed about child protection, health issues and how to make a complaint or give positive feedback, all of which demonstrates the setting's clear commitment to partnership working to promote children's health, safety and well-being.

The manager supports the staff team very well encouraging their personal development and training to improve their knowledge of childcare so that children's welfare, learning and development is continuously supported. They all have a shared vision and ambition because the manager and committee take into account the views of children, staff and parents and welcomes the advice that the local authority early years support and development team provide. They effectively identify their strengths and areas for improvement so that they can improve on their good quality provision for children. The environment and resources are of a high standard and are set out accessibly to promote active participation and child-initiated play and discovery. All staff are committed to sustaining this good quality setting and providing the Early Years Foundation Stage curriculum tailored to the uniqueness of every child. They promote equality of opportunity by ensuring that every child can take full advantage of the learning environment, providing good support to meet individual needs of children well. Children are exposed to opportunities that celebrate difference so that they can start to appreciate and learn about equality of opportunity as well as their own and other people's differences and similarities. The welcoming atmosphere in the nursery and the positive images displayed encourages children to feel confident about making independent choices and developing their sense of belonging. Policies and procedures work well to keep children healthy and safe day-to-day, aided by the clear vision of the manager when reviewing these and up dating them so they are current and meet the requirements of registration..

The setting welcomes and works in partnership with parents and specialists and works well with them all in ensuring appropriate and consistent care is provided. Introductory visits are unlimited to suit the needs of each child. Most children have had prior experience of the setting before they start because they have attended the parent and toddler group. One staff member also works in both settings so

transitions are usually smooth and children settle quickly. Useful daily written and verbal feedback is given to parents by key workers or a designated other. Records of children's learning journeys start with information being sought from their parents and carers as the starting point for assessing and planning for each child's next steps in their learning journey. Regular summaries of children's progress clearly show where children are up to in their learning and development so that children's progress is maximised and parents know what the plan is for their child's next steps. Links with the various schools which children move on to and other types of settings that children also go to are starting to become more formalised to aid this ever further. Parents express great confidence and satisfaction in the standards of care and their children's preparation for the future.

The quality and standards of the early years provision and outcomes for children

All children are secure and safe in this setting and feel a sense of belonging, fostered by consistent care from their key workers and other staff. The use of very appropriate resources that are interesting and that engage children's interests help child to develop their curiosity. The use of natural materials and furniture and fittings provide good quality sensory experiences. The bark chippings in the covered tray outside and the dry sand are examples of the different types of natural materials that children can explore in their play. One three year old talked about the sand being 'slinky and cold' as it ran through her fingers. Staff offer especially good care when the younger and newer children need reassurance or support as they settle, gradually being encouraged to move away from their known adult to play with or alongside others. Children have plenty of opportunities to be creative with mediums like paint and when dressing up and playing imaginatively in the home areas inside and out. They explore using musical instruments and the new music wall installed in the outside play area.

A wide range of well resourced mark making areas encourage children to develop their ability to control tools like pencils, felt pens and paint brushes in both the indoor and outside play environments. Children enjoy using the soundboards and the interactive books, the new computers with the touch screens and the sound horn outside as they learn through their play how to use information technology. These opportunities also support their developing communication and language skills. They freely select books to look at, with one child particularly interested in looking at the large picture book entitled, Where is Frog? Children enjoy good opportunities to make their own choices and become independent. Children that are more able are shown on photographs buttering their toast at snack time and pouring their own drinks. Their problem solving skills are developing as a group of children decide what to do to make more room for the larger toy truck to fit into their car park and garage they have made with the wooden bricks. Together they decide to remove one brick to make the entrance wider.

Children behave very well and are beginning to form positive relationships. Toddlers are starting to cooperate as the key worker encourages them to share the sit in car and take turns. Circle and group times are well used to give children opportunities to take an active part when responding to the questions that staff

ask about the story. When some children look at the animal pictures in a book they are reminded about the nursery's pet hamster Upsie Daisy. Staff show good knowledge of the five outcomes for children and the six areas of learning and display these to remind and inspire them as they support children in learning through purposeful play and activity. Children enjoy their learning and achieve well in relation to their starting points. This is because the environment and daily timetable provides children with good opportunities to choose play materials and follow their individual learning styles. Staff support children's play and weave in teaching about each of the areas of learning. Opportunities to be outside in the fresh air and developing physical skills, knowledge and understanding of the natural world around them are built into each session. Children enjoy exploring and being adventurous as they use the new climbing frame. Staff assist less confident children to climb the rope ladder to reach the raised platform where they sit surveying the others from their elevated position. One child looks through the telescope and says 'I can see the houses'.

Children's health is well supported through a very healthy and nutritious snack menu. Toast is a favourite and children gain skills as they spread their jam or other topping onto their own piece of toast. Some staff eat their lunch with the children as they model good table manners for the children to copy and learn from. Staff encourage children's personal health when they encourage and teach the importance of regular hand washing so they can develop good habits for the future.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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