

# Newlands Nursery School Ltd

Inspection report for early years provision

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<b>Unique reference number</b>	309644
<b>Inspection date</b>	25/08/2009
<b>Inspector</b>	Joan, Patricia Flowers
<b>Setting address</b>	17 Tower Lane, Fulwood, Preston, Lancashire, PR2 9HP
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<b>Type of setting</b>	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).

## **Description of the setting**

Newlands Nursery School Ltd. was established in 1990. It was registered at the current premises in 1996. The nursery is located in Fulwood, a suburb of Preston in Lancashire. The building is a converted farmhouse located amidst predominantly residential houses. Children are accommodated in group room area on two floors according to age. There is an outdoor play area provided in three zoned areas as well as a separate soft surfaced outdoor area for children aged under two years. Children may attend on either a full-time or a part-time basis from birth until aged five years. The nursery is open all year round from 8am until 6pm each weekday. The registered provider, who is also the day-to-day manager, employs 19 other staff, all but one of whom are either qualified or trained in childcare. A cook is employed part-time to prepare food freshly each day. The nursery is registered to provide care for a maximum of 63 children at any one time. Presently, there are 66 children on roll. Children eligible to receive government nursery education funding are admitted. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

## **Overall effectiveness of the early years provision**

Overall, the quality of the provision is outstanding. Children's welfare is promoted very effectively and they are making great progress in their learning and development. Children thrive in this setting and are gaining excellent skills for the future and keen attitudes to learning. Children's social and academic success is promoted by the excellent support provided by the well trained staff that identify children's starting points with their parents from the outset. The needs of all children are met through the inclusive nature of all that the nursery school provides and their safety is assured. Due to the attention that management and staff give to evaluating their provision, and of addressing any identified areas for development, the capacity for further improvement is outstanding.

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

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

- continue developing the outdoor play spaces so that children's already outstanding learning opportunities are enhanced even further.

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

All staff contribute very effectively to ensuring that the needs of the children attending are fully met. The thoughtful systems in place for inclusion ensure all children and families from different cultures, and who speak English as an additional language, are fully included and feel valued. All policies and procedures regarding the safety and well-being of the children are conscientiously maintained

and implemented by well informed staff. These staff are effectively deployed so that they spend the maximum amount of time providing children with the attention and support they require. Effective key working contributes enormously towards achieving this. Robust recruitment procedures for the checking of new staff, and adults who have contact with the children, ensures children are suitably safeguarded. Regular risk assessments and daily checks also provide for a clean and safe care and learning environment for all ages of children. The induction process for new staff is thorough ensuring that they have sufficient and relevant knowledge to fulfil their roles effectively. There is a targeted and well planned programme in place to ensure that the staff team can update and extend their childcare knowledge and skills so that children receive the best quality of care. Recommendations that were made at the last inspection have been acted upon positively. Great improvements to the outdoor play and learning environment demonstrate good commitment to continual improvement with further plans to improve this even further.

Careful planning enables all areas and resources within the nursery to be used to provide additional and exciting experiences for every child. Children sometimes spend time in the next age group room, when this is assessed to be in their best interests in consultation with their parent or carer. This ensures that each child can make rapid progress in their learning journey at apace, and according to their age and individual stage of development. The use of planned observations and scatter graphs help staff to plan for children's next steps towards achieving the early learning goals.

Relationships with parents are exceedingly well promoted and fostered throughout the entire time children attend this setting. Home diaries, good use of noticeboards and displays as well as daily discussions ensure that excellent and relevant information is shared every day to benefit every child. Working partnerships with others, such as specialist health visitors and schools, enable children's individual needs to be supported well in conjunction with the nursery's special educational needs coordinator and the local authority special educational needs coordinator. Very thorough assessments of children's development and their individual next steps are regularly compiled and shared with parents and/or other carers, the next group room or with the school or other setting where children go. Staff involve parents and carers at every stage and provide good quality information for them to help their children continue their learning at home. Children often take books home in the home link bags to share with family members, for instance. The management team constantly review the effectiveness of the provision and have accurately identified the outside area as a focus for further improvement. The setting's inclusion in the Quality Counts registration with the local authority, as well as using Ofsted's self-evaluation system, is testimony to the management and staff's commitment to maintaining and further raising the outstanding standard they have achieved to become a lead practitioner setting.

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

Children's health is promoted strongly at this setting with individual health care plans in place if required. Home-made nutritious meals and snacks are provided

throughout each day, which are prepared hygienically by staff who are trained in food health and hygiene. Older children use tools, such as specially purchased safety knives to cut up their fruit at snack times, and they can access their own drinks of water from the dispenser when they are thirsty. Not only their continued good health but also their independence is fostered at these times. Children enjoy weekly sessions with the cook as they take part in simple cookery activities, learning about the food they eat.

All children are very well prepared as successful inquisitive learners to continue to develop through their future schooling and beyond. The resources in the inside and outside learning and care environments are excellent and reflect the multi-cultural nature of the local and wider society. The high quality of these resources contributes very well to the outstanding progress that children make in the development of their social skills, creative development and knowledge and understanding of the world in which they live. Natural play materials are very evident and there are logs for balancing, large and small tyres and rope swings, a natural insect area and quiet dens to foster children's imaginations and growing physical skills. Babies can experience the outdoors safely as they use their dedicated soft surface play area to explore and gain confidence to explore. Children enjoy looking at and listening to stories seated in the wooden 'HMS Stanley' ship in the garden. Other areas of learning, such as the sounds that letters make and mathematical skills, are skilfully threaded into the occasions when children are all gathered together. Staff talked about the letter 'b' with one child at snack time. This child pointed to the breadsticks, linking the letter to the sound confidently.

Relationships between staff and children are warm and supportive. This is one of the many reasons that the pre-school is so effective. The planning of activities is excellent and it allows staff the time to interact extremely well with children, providing opportunities for extended conversations as they work and play together. The staff are very sensitive to children's learning needs and they extend children's learning skilfully, without over directing their investigations and explorations. As a result, children's language skills are outstanding and they talk confidently about their activities. Children intrepidly record their own voices on the tape recorder, using the new sensory corridor resource, and handle the mouse competently when playing their self-chosen educational game on the computer. The children's interests influence the wide range of activities, which allow for all areas of learning and development to be fully experienced. The children engage with their learning as happy, excited investigators and can concentrate on activities for a considerable time, for example, when they meticulously painted the fence outside with water. Their behaviour is excellent and they work cooperatively with each other and support each other's learning. There is a very effective emphasis on children learning through first-hand experiences.

## 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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