

Pendle View Nursery

Inspection report for early years provision

Unique reference number	310273
Inspection date	27/07/2009
Inspector	Janet, Elizabeth Singleton

Setting address	Pendle View Nursery, Lovely Hall Lane, Salesbury, Blackburn, Lancashire, BB1 9EQ
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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).

Description of the setting

Pendle View Nursery was established in November 2000 and is registered as a company. It operates from a detached house in a rural area and caters for children from a wide catchment area. The accommodation comprises a baby room, a toddler room for children aged from two to three years and the pre-school room based on the first floor. There is a secure outdoor play area which has been recently improved. It has a canopy with a decked area leading from the toddler room. There is a separate enclosed area for those children aged under two years. The nursery is open each weekday from 08.00 to 18.00 on Monday to Friday for 51 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 38 children may attend the nursery at any one time. There are currently 59 children from birth to under five year on roll, some on a part-time basis. The setting receives funding for nursery education.

The staff team of 11 includes the manager and three room leaders. All staff are qualified in early years with some staff undertaking further training. The nursery is one of two nurseries owned by the provider and support can be gained from the sister nursery in times of need. The setting has support from the Sure Start teacher team.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The staff have a good understanding of the children's individual needs which enables them to promote children's welfare and learning with success. The staff understand their role in safeguarding and through effective policies and procedure ensure that children's safety and welfare needs are met. Good organisation of the rooms allow for children to make good choices from the quality resources available to them. Effective links with parents, carers and other agencies means that children's learning and welfare needs are identified and planned for. The management and staff team are very aware of the strengths and weaknesses of the setting, being very pro-active in addressing the identified issues through their self-evaluation and comprehensive action plans.

What steps need to be taken to improve provision further?

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

- ensure the observation and assessment procedure links all information about the child, regarding the child's learning priority and stage of development, to enable the next step to be clearly based on their intended learning outcome
- ensure the nappy changing procedure is appropriate in regard to the process relating to the cleaning of the changing mat, prior to the child being changed.

The leadership and management of the early years provision

The management of the records and policies required for the safe and efficient management of the setting are in place and include a robust vetting procedure for all staff. Policies and procedures are regularly reviewed and changes made as deemed necessary. The staff are focussed and committed to ensuring children make good progress in their learning and development; this is a strength of the setting as staff work well together to support the children in their care. Training is encouraged for all staff and there are appraisal and induction systems to provide staff with the appropriate knowledge and skills to progress children towards the early learning goals. The good organisation of the resources and the areas of continuous provision invite children to use these areas as they move freely and confidently making decisions and enhancing their own play.

The self-evaluation of the setting takes into account the views of all staff and is effective in using the findings from other quality checks to identify and plan for change and therefore lead to improvement. The recommendations identified at the last inspection have been attended to, which included the bedding provided, some documentation and planning for children's learning. The bedding is now individual to the child and the documentation and planning for children's requirements are now inline with the EYFS.

Partnerships with parents are well established as they are provided with good quality information regarding the setting and are included in their child's learning and development. Parents complete documentation providing highly useful information relating to their child's starting points and contribute to their child's assessments. This approach creates a good two-way flow of information between all partners involved in the child's learning, development and welfare.

The quality and standards of the early years provision

The staff have a good knowledge of the EYFS to promote children's learning with success both in and out of doors. Children benefit from a lovely relationship with the staff who plan for their individual needs. They are occupied and motivated, being highly interested and engaged in their play. The learning environment allows for them to make good choices and decisions about their play. The staff ensure that all children are suitably challenged and enjoy their play through well planned learning experiences. The observation and assessment system identifies the learning priorities for children and stages of development. However, it is unclear how this information is used to inform the next steps for children's learning or how the good information collected actually links together to inform the planning.

Staff support children and encourage them to share their experiences as they sit in the book corner and discuss the story. The babies move freely and carry resources from one part of the room to another as they explore their environment. The outdoor area is a strength of the setting and includes many different aspects to encourage and engage children; for example, a jungle area, a 'wigloo' (growing willow shelter) and planting area. The children move confidently and are able to

access the areas of continuous provision outdoors, including books, chalk, easel and sand tray. The outdoor area is natural and includes many features to promote children's understanding of the natural world, for example, finding out about the world as they plant herbs, dig in the soil and use the rain water to water their plants.

Behaviour is good and well managed and, as a result, helps children to develop in a positive learning environment. Children listen to staff and are assisted in developing their independence as they manage their change of shoes and coats when playing outside. This and the effective risk assessment allows for children to play in a safe and secure environment. The good resources are very accessible to the children, support all activities provided and include those resources that promote the differences of people. The children learn about healthy practices as they take part in good routines that develop their understanding of being healthy. However, the nappy changing procedure is not sufficiently robust in regard to the process relating to the cleaning of the changing mat, prior to the child being changed. The staff's awareness of the need to implement 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?	2
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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