

Barrowford Pre-School Nursery Ltd

Inspection report for early years provision

Unique reference number 309230
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Inspector Wendy Fitton

Setting address Youth and Community Centre, Wilton Street, Barrowford,
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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*.

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.

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Description of the setting

Barrowford Pre-School Nursery has been registered for 26 years and operates within the Barrowford Youth and Community Centre in Barrowford, Lancashire. The nursery is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 50 children under eight years may attend at any one time with a maximum of six children under two years.

The nursery is open term-time only, Monday to Friday and offers morning, afternoon and full-day sessions according to needs. Sessions are from 8.30am to 1pm, 9am to 12 noon, 1pm to 3.30pm or a full day session from 8.30am to 3.30pm.

The group is registered as a private partnership and has two joint providers. There are 12 staff employed, this includes the joint providers and one deputy manager. All staff hold appropriate early years qualifications.

There are currently 89 children on roll aged from six months up to five years and they are all in the early years age group. There are 50 children who receive funding for early education.

Children aged from six months up to two years have their own base room with separate changing facilities. Children from two years up to five years have two base rooms. Other facilities include a kitchen, office, toilet and bathroom facilities and a snack and dining area. There is a secured outdoor play area, local parks and recreation grounds are in walking distance.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely well cared for in a highly stimulating and child-orientated environment. The welcoming environment is fully inclusive and reflects the local communities and the individual needs of all families and the children attending. Exceptional organisation of the educational programmes, which reflect rich, varied and imaginative experiences, meet the needs of the children exceedingly well. There are excellent partnerships established with both parents and carers, with strong links to other providers and professionals to meet children's welfare and development needs. The system for evaluating the quality of the provision is highly effective, and challenging plans are in place for the future; based on achievements so far in order to maintain the exceptionally high standards.

What steps need to be taken to improve provision further?

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

- continuing to make progress based on what has been achieved so far, to maintain the exceptionally high standards.

The effectiveness of leadership and management of the early years provision

Children are protected and safeguarded through the exemplary policies and procedures that are in place to ensure those working with children are safe to do so. The nursery's safeguarding policies are effectively implemented, and staff know their role and duty in keeping children safe from harm. Staff are suitably vetted and cleared to work with children; they are experienced and qualified in all aspects of learning and welfare of young children. All children show a strong sense of security and feel really safe within the setting. There are comprehensive risk assessments and detailed health and safety practices. The quality and provision of safe and suitable furniture, equipment and toys is excellent. There is active involvement from all staff and management in team meetings to discuss and share their ideas. There are positive links with other providers and professionals to promote children's welfare. For example, the local feeder school visit, prior to children moving to school, staff also visit the school as part of the transition process. Childminders are invited to share the sessions and exchange any information. The local teacher team visit, support and advise staff. The nursery is a lead practitioner setting and therefore other providers and agencies visit. The deployment of resources is excellent, staff use resources, and equipment creatively and imaginatively. They consider the layout of their rooms according to how children access and use the equipment. Children are grouped according to their ages and stages of development in separate areas, with access to high quality furniture and equipment. All staff have designated areas of responsibility and are deployed effectively, with good team working evident.

The nursery has responded positively to the previous recommendations raised at the last inspection and are fully aware of their strengths and weaknesses. They continually strive to maintain high quality standards and have achieved the Step into Quality Award.

Partnerships with parents are exemplary. Staff communicate with parents on a daily basis to share important information about their children's routines and development. Information about the organisation is accessible to parents through notice boards, newsletters and information booklets. Staff respond to parents' wishes through parents making comments on the voice notice boards and the two-way communication books. There is an individual settling in policy which is flexible to help children and parents choose their own settling in procedures with key workers. Home visits are offered, and 'I Am Special' records for parents to record information when the children and babies start. Parents are encouraged to be involved and take part in multi-cultural cooking sessions and road/bike safety activities. The parents voice board gives them opportunities to share their child's achievements, interests and this can be used to enhance future planning for the children. Parents are encouraged to complete questionnaires as part of the nursery's self-evaluation and positive feedback includes the following comments; 'A family feel', 'well organised and welcoming', 'excellent range of activities', 'all staff helpful', and 'I would recommend you 100% to any prospective parent'.

Children feel a very strong sense of belonging as they play in the exciting and stimulating environment. All children have full access to the range of facilities and resources throughout the day. The building is very accessible to all, with accessible facilities. Children are able to lead their own play and decide what they want to do. A very inclusive environment is evident that caters to all needs of the families on roll. Important information is shared with staff regarding children's medical needs, family lifestyles, cultural needs and their interests. The policies and procedures are inclusive and staff respond to the varying community languages when using labels and displaying pictures and posters. The children can see what is available, make choices and select their own materials and resources. Any adaptations if required for children are put in place. Children learn about differences and diversity through different foods, celebrations and activities to include different festivals and calendar events.

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

Staff have excellent knowledge of the learning and development requirements. They really value and support children's learning through exceptionally well planned activities and experiences. The planning of the learning environment is linked to the six areas of learning, with free access to continuous provision throughout the day both inside and outside. Staff are clearly following children's needs and their interests. The whole of the environment is child led and child focused. Staff initially observe children in their first week at nursery and utilise the 'all about me' information from parents. Staff place themselves where children are playing to encourage and support them. Staff do a learning journey with an observation, at least once a week and note down any significant comments. Curriculum plans are in the medium, long and short term with some structured activities planned for specific key children. Staff use an enhancement chart where all staff note down what they want for their key children to help them progress. Children are assessed each term and parents are involved in their progress and development. A parental voice sheet is in place to give an opportunity for parents to record an interesting activity or event that may have happened over the weekend. All children have a profile which holds photographs, learning journeys, evaluations and next steps.

Children are really confident, highly motivated and interested in what they are doing and what is on offer. They develop social skills when they sit together at snacks and chat to friends. There are positive relationships with their key person who talks with them all the time and ask questions. Children enjoy circle time and news time as they show, tell and talk about their families and interesting events. They are very independent as they pour their own water, choose their snacks and make decisions about the areas they want to play in. Children form recognisable letters when they label their own drawings. They make sounds of the letters of their favourite fruits. Children know which letters represent sounds, using their phonics knowledge. They listen to story tapes, follow print in books and handle books carefully. Children draw, paint and mark make with varying tools. Older children use writing as a means of recording, making lists, menus and

communicating through their drawings. Children benefit from the outdoor provision as they move freely around the areas and access fresh air throughout the sessions. They ride confidently on wheeled toys, they develop ball skills and their ability to balance and crawl when participating on the obstacle courses. Children move and exercise to the keep fit exercise programme. They have access to healthy snacks. Children are involved with their parents in a Change 4 Life project to develop their understanding of a healthy lifestyle. They learn about capacity and volume as they pour, fill and empty containers in the sand and water. They problem solve when finding out how things work and move and how to stick an envelope seal. Children use number names correctly during their everyday routines and use positional language. They use construction toys to make shapes and structures, and group and sort different colours and shapes. Children learn about their community and the different occupations, as different people visit the nursery. For example, two father's visited the nursery who were builders and joiners. Other visitors include the librarian, the vet, the safety officer, the road crossing patrol, police and fire-fighter. Children discover their exploration table and feel the pine cones, tree bark, use microscopes, cameras and telescopes. They respond to their own experiences as they comment and express themselves during their painting, drawing and mark making. They develop their imagination as they feed the dolls, serve pizza and make a cup of tea based on their own first hand experiences from observations at home. Children delight in music, singing and dancing, and they can express themselves in a very inviting and creatively organised environment.

Staff are fully committed to excellent quality care, which actively promotes the children's knowledge and understanding of safety and healthy lifestyles; this develops their skills for the future, which enables them to make a positive contribution. A variety of strategies are used to encourage the children to think about keeping themselves safe. They are actively involved in setting rules and boundaries and take part in activities, such as, National Bike Safety Week, which is supported by parents role modelling, using safety helmets; and the local community police encouraged all participants to ride their bicycles safely. Children understand that rules exist and this helps them to contribute to decisions, and be flexible about taking risks and the dangers around them. Infection control posters and hand washing signs encourage good hygiene practices. Children are encouraged to adopt a healthy eating lifestyle as key workers spend time discussing healthy foods, visiting local allotments and bringing in items of healthy foods. Outdoor activities help the children understand the effect physical exercise has on their bodies; use the local environment for walks, football and sports. Staff model and promote positive behaviour towards each other and the children. Children are encouraged to listen to each other and are helped to respect others needs. Activities help to nurture appropriate behaviour with small group activities, news time and positive praise and encouragement. The nursery celebrates cultural events and encourages families from all cultural backgrounds to share their experiences and be involved in all aspects of nursery life.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

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

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met