

Meadow Hill Education and Arts Nursery

Inspection report for early years provision

Unique reference number	316022
Inspection date	10/11/2009
Inspector	Susan Janet Lee

Setting address	707 Chorley New Road, Lostock, Bolton, BL6 4AQ
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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Meadow Hill Education and Arts Nursery registered in 1990. It operates from a property situated in the Lostock area of Bolton. The setting is run by an individual.

The children have access to five playrooms situated on the ground and first floor, a library/quiet area and bathroom facilities. The children benefit from a large natural garden with grassed and safety surface play areas. Access to the property is gained at the side of the premises on the ground floor level. The setting is open Monday to Friday from 7.45am until 6.00pm for 50 weeks of the year, closing for Christmas and Bank Holidays only. The setting has a chinchilla as a pet. The provider lives on site and has two dogs as pets. The dogs have no contact with the children who attend the setting.

The setting is registered to provide care for a maximum of 53 children at any one time. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 73 children on roll. Of these, 23 children receive funding for nursery education. The provision employs 16 staff. Of these 15 staff hold an appropriate early years qualification and one member of staff is currently working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's welfare is very successfully promoted in an extremely safe, warm and welcoming environment. They make very good progress in their learning and development because staff ensure that they have access to a wide range of exciting and interesting activities. All children are fully integrated as staff ensure activities are adapted so that individual children are given many opportunities to participate at their own level. Children's individual needs are very successfully met through the excellent partnerships that exist between the staff, parents and other professionals. The setting takes very successful steps to evaluate its provision.

What steps need to be taken to improve provision further?

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

- further develop systems regarding planning and assessment to use children's next steps in learning to inform planning.

The effectiveness of leadership and management of the early years provision

The highly effective vetting and safeguarding procedures ensure children are well protected from harm. The excellent induction procedure ensures staff have a very

clear understanding of their roles and responsibilities both when they commence work at the setting and if they move to another playroom. The consistent staff team ensure that the children are cared for by familiar and trusted adults. The environment is extremely well organised and is well suited to its purpose. Furniture, equipment and resources are of excellent quality and provide very good support to the children.

The registered provider has strong beliefs and principles. She truly respects staff and values their work and contributions and involves them in evaluation and decision making. Staff are motivated, feel empowered and take ownership and this embeds ambition and secures very good and purposeful improvement. Staff have a very high regard for children's well being and their own professional development and they have ample opportunities to attend training. Currently a number of staff are training towards a higher level childcare qualification, degrees and the Early Years Professional status. The setting's process for self-evaluation is very detailed and highly comprehensive. It gives an excellent and accurate analysis of their strengths and areas for development. Staff, parents and children play a purposeful and integral feature in helping to monitor the service provided. Recommendations from the last inspection have been successfully met.

Staff share excellent working relationships with parents and they consult with them at every stage of their child's care and development to provide tailored support to meet children's individual needs. Parents are provided with an abundance of information about the setting and their children's daily routines and developmental progress. They are fully and actively involved in their children's learning. For example, the children develop love of books as they participate in a book lending scheme and they take books home to share with their parents. Discussion with parents and recent letters of thanks show that parents are very happy indeed with the service provided, levels of care and activities afforded. They are extremely positive in their evaluation of the setting, praising the way in which they are kept informed about their children's daily routines and progress. They comment that the registered person and staff are loving and caring and very supportive and they value the many opportunities they have to meet other parents. For example, the setting hosts cheese and wine evenings, a fancy dress disco and parent's evenings. Excellent arrangements are in place in relation to liaising with other agencies to ensure children with additional needs receive the support they need. Superb procedures are in place regarding children's transition to school.

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

The rich enabling environment and very good daily routines play a key role in supporting children's development and learning. This gives the children confidence to explore in safe and secure indoor and outdoor surroundings. Effective procedures are in place regarding planning and assessment. Though the management and staff team are aware a little more work is needed to continue to use children's next steps in learning to inform planning. Staff form warm caring relationships with the children, who feel at ease, and are secure and confident in their care. This positive sense of well being gives the children a secure foundation

on which to play, explore and develop. Staff give their utmost attention to the children. The children develop a good sense and they thrive on staffs interaction and attention.

Babies benefit from a secure and familiar environment because staff follow their individual daily routines. Staff provide lots of positive physical contact by means of hugs and cuddles to help the children feel secure. They nurture babies' attempts to communicate as they respond to their babbles in gentle tones to help reinforce early speech patterns. The younger children enjoy making models using a variety of construction resources. They build a tall tower. Staff clap and celebrate their achievement. The children are clearly proud as they smile broadly and give themselves a clap. The children enjoy imaginative play with small world resources. Staff introduce concepts such as colour, animal names and the sounds they make.

The children are confident and curious characters. They develop very good language skills and use language well to explain what they are doing, to make their needs known and to share their ideas. Staff talk to the children and engage with them as partners in conversation and they value what the children say. The older children develop a good understanding of their environment and they take a keen interest in what they see. The children show care and concern for other living things. For example, they help to look after the pet chinchilla and they grown fruit and vegetables in the garden. The children learn about the different seasons and explore things that grow and live in the garden. The children have access to a good range of books. Staff read a story to the children. They listen intently and are able to talk about the pictures and anticipate what will happen next as they turn the pages. The children have lots of opportunities to express their thoughts and ideas using a variety of creative media. They enjoy using glue, sequins and glitter to decorate baubles. The children enjoy making marks and cutting out pictures from magazines. The oldest children recognise their own name and begin to form recognisable letters. The children have access to a wide range of information and communication technology resources and use these resources to support their learning.

Staff plan a rich variety of activities for physical activity and which provide physical challenge. The children have access to a lovely garden which benefits from an undercover play area, paved areas, stepping stones, lawns, and two barked areas with fixed play equipment for both the youngest and older children. The older children also benefit from a wonderful programme of sports. For example, they take part in football tuition; cricket and they go swimming each week. The children have wonderful opportunities to work alongside creative adults. They have access to an enriching range of art, music, movement, dance and role play activities. The children have music lessons from a music teacher who visits the nursery. They are introduced to different musical instruments and they explore beats, pitches and tempos. The children learn ballet and tap. They are currently practicing a Nativity play. The children gain control of their bodies and respond to rhythm, music and story by means of gesture, dance and movement. They combine and repeat a range of movements and are able to move backwards and side ways as well as forwards.

Children's health and well being is extremely well promoted. Staff place a very

strong emphasis on health and hygiene and they actively promote and exercise extremely good hygiene practices at all times to minimise risk of cross infection. Children eat healthily and in line with their individual care plan. They are very well nourished as the setting provides nutritious meals to aid their growth and development. Staff are highly consistent in managing children's behaviour and encourage the children to learn to manage their behaviour. They help them to understand their emotions and enable them to express their feelings. Older children are able to negotiate and problem solve with their peers.

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