

Church Walk Pre-School Nursery Limited

Inspection report for early years provision

Unique reference number	EY332856
Inspection date	23/11/2009
Inspector	Sandra Elizabeth Williams

Setting address	off Church Walk, Ulverston, Cumbria, LA12 7EN
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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

Church Walk Pre-school Nursery has been in existence since 1972 and is registered by Ofsted on the Early Years Register and both parts of the compulsory and voluntary Childcare Register. It operates from a prefabricated building close to Church Walk Primary School in the centre of Ulverston. The provision consists of two activity rooms, an office, a kitchen area and toilet facilities. All children share access to an outdoor play area. The nursery serves children from Ulverston and the surrounding area. A maximum of 36 children aged from two to under eight years may attend the nursery at any one time. There are currently 46 children on roll, of whom 35 receive funding for nursery education.

The nursery is open from Mondays to Fridays from 8am until 6pm, during term time only. Children attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities. There is one child attending who speaks English as an additional language. There are 13 members of staff who work with the children. All but two staff hold appropriate early years qualifications; two are working towards appropriate qualifications. The nursery is a member of the Pre-School Learning Alliance and it receives support from the early years teacher team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a very secure understanding of the Early Years Foundation Stage (EYFS) and competently deliver a wide range of activities that cover all areas of learning. This leads to children's welfare and learning being promoted to a high standard. Staff show a good knowledge of each child's individuality and interests and use this information to provide well for their individual needs. Children are making very good progress given their starting points, age and ability. Partnerships with parents are excellent. Staff are making strides towards developing systems for sharing information with other providers of EYFS, however, systems for this are not yet fully established. The staff demonstrate a commitment for continuous improvement and are aware of their strengths and areas for further development. The process of self-evaluation has begun, however, it has not yet been completed.

What steps need to be taken to improve provision further?

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

- develop the use of self-evaluation to reflect on practice in order to maintain continuous improvement
- continue to liaise with other providers delivering the Early Years Foundation Stage to ensure progression and continuity of learning and care.

The effectiveness of leadership and management of the early years provision

Children are kept extremely safe in the nursery because staff have an excellent understanding of safeguarding procedures and they have attended appropriate training. Robust recruitment procedures ensure that persons working with children are checked for suitability. The staff are extremely conscious of safety and ensure that children's safety is paramount. Thorough written risk assessments are in place and staff check the premises daily. Security is well managed to ensure children cannot leave the premises unsupervised. Children are also kept safe on outings due to the risk assessments undertaken. Children enjoy visits from the community police officer who talks to them about stranger danger and road safety.

The staff work very well together and have implemented the recommendations raised at the previous inspection. They listen to the advice from the local authority advisor and take appropriate action accordingly. Staff are committed to change and are always receptive to ideas for further improvements and have started to complete the self-evaluation process.

Staff have developed excellent systems for promoting partnership with parents and ensure very good communication exists between them. Parents are fully included in their children's learning and welfare and are invited to contribute to their learning journeys at any time. Some liaison exists with other agencies and providers of the EYFS, however, systems are not yet fully established to provide continuity for the children who attend several provisions.

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

Children are well settled and thoroughly enjoy their time at this stimulating and friendly nursery. The key worker system in place ensures that staff get to know the children well and are able to help them settle and develop their own interests. The playrooms are resourced with very good quality equipment that is organised to support children's independent thinking and learning across all areas of the curriculum. Children can see where their toys are stored as the storage boxes are clear with labels showing the contents within. Children make very good progress in their learning and development as staff have a clear understanding of the EYFS requirements. Staff obtain information about children's starting points from parents initially and then make their own assessments from the observations undertaken throughout the sessions. The staff record individual progress files and learning journeys for each child detailing observations and photographs of their achievements. The information gathered is used consistently to track children's progress in all areas of learning.

Staff skilfully challenge the children by asking them questions and encourage problem solving, for example, the children count out the cups at snack time and work out if they have enough for the children present. They count seven children and two staff and know that they will need nine chairs for everyone to sit round

the table. They learn about positional language, such as sitting 'next' to and 'in front' of each other. Computers are available for children to help them to learn about information technology. They really enjoy counting games on the computer and they are developing good mouse skills. Children learn about living things and enjoy experimenting by placing white carnations into coloured water and watching the flowers change colour.

Children sit and listen attentively at registration and circle time and respond appropriately when they hear their names called out. They develop confidence and language skills as they stand up and talk to the group about their experiences with Pinky Monkey. They enjoy playing with Sidney the snake and learning about the letter 'S'. They extend their vocabulary as they think of different words beginning with 'S', such as sea horse, sock and sun. Children also learn about different words whilst undertaking craft activities, such as making traffic lights as part of road safety week. They learn that another word for orange is amber. Children are developing a love of books and enjoy sitting on the comfy sofas in the book corners and 'reading' stories to each other.

The children learn important lessons, such as being kind to each other and taking turns in their play. They are encouraged to behave appropriately in order to keep themselves and others safe. For example, they use scissors safely and they do not run in the setting. Children feel safe as they form close relationships with staff and other children in the nursery. They learn to adopt healthy lifestyles as they are reminded about everyday hygiene routines, such as washing their hands before eating. They enjoy healthy snacks, such as fruit and they enjoy growing herbs, bulbs and vegetables in the outdoor play area. They enjoy daily fresh air and exercise whatever the weather, due to the provision of water proof clothing supplied by the nursery. Children develop their fine motor skills as they use scissors, glue sticks and mark making equipment, such as paint brushes. They learn about diversity by playing with multicultural play equipment, such as dolls and books and by celebrating festivals, such as Chinese New Year and Diwali. Children with English as an additional language are fully included at the setting as the staff learn words in the children's language in order to make them feel welcome and to enable them to join in the activities. Children learn about sustainability as they are reminded to turn off taps to save water and learn about growing their own herbs and vegetables. Overall, the children achieve and enjoy a great deal whilst having fun with their friends.

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	2
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
The extent to which children adopt healthy lifestyles	1
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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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