

Badsworth Nursery School

Inspection report for early years provision

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Inspector June Rice

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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

Badsworth Nursery School opened in 2009 and is privately run. It operates from a classroom situated within Badsworth Church of England Junior and infant school, near Pontefract. Children have access to a small outside play area that is secure. The nursery is open each weekday for 50 weeks of the year, from 7.45am to 6pm, with a breakfast club running in the school hall, between 7.45am to 8.50am.

The nursery is registered to care for a maximum of 20 children in the Early Years Foundation Stage. They also offer care to children aged over five years to 11 years, this provision is registered on both parts of the Childcare Register. Children occupying these places share the same facilities as the children in the early years age range. There are 39 children under five years on roll. There are eight permanent staff members, seven of whom hold relevant childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision demonstrates a very positive attitude towards continued improvement. For example, staff continue to update their knowledge and understanding of care and education by attending relevant training, such as risk assessments, the Early Years Foundation Stage in the Out of School environment and child development. The provision has successfully included staff, children and parents in the evaluation of the care and education it provides, and this has given them a good understanding of its strengths and areas for improvement. Space is generally used well, although space for rest and outside play is limited. There are well established professional working relationships with parents and other early years providers, including local schools. Staff have worked together to develop sound observation and assessment systems that enable them to plan effectively for children's individual care and learning needs.

What steps need to be taken to improve provision further?

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

- further develop the planning of outdoor opportunities to enable children to do things in different ways and on different scales than when indoors
- provide suitable equipment and space to aid children's rest and quiet times.

The effectiveness of leadership and management of the early years provision

The provider demonstrates a very good understanding of the need to work in partnership with parents and others to safeguard children. Staff demonstrate a clear understanding of child protection issues and are confident they will be able to implement procedures effectively. A visitors book is maintained and written

procedures are in place in the event of lost, uncollected children and safeguarding. These are on open display to users of the provision along with other policies and procedures, to ensure they have a clear understanding of how the provision works. All required documentation is in place. Robust risk assessments identify possible hazards and the action taken to reduce the risk.

Staff use reflective practice to effectively evaluate their provision and its impact on children's learning and well-being. Children and users of the provision are involved in the process through questionnaires which show that they have a good understanding of the strengths of the setting, and areas that could be improved. Staff have developed sound working relationships with parents and other early years providers, which enables them to work together effectively, to ensure children continue to make good progress. The system for observations, assessments and planning clearly identify children's progress, they are linked to the Early Years Foundation Stage and used effectively to plan their next steps. During the transition period, children benefit from short visits to school and their learning journals are shared with teachers. Inclusive practice is promoted effectively by the provision which promotes equality for all through resources and activities that introduce children to diversity.

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

Children are helped to stay safe through the successful implementation of policies, procedures and risk assessments. Children behave in ways that are safe for themselves and others, and are learning to develop an understanding of dangers and how to stay safe through their daily routine. For example, staff remind children not to throw toys and equipment into boxes when tidying up, explaining that someone's fingers could get hurt; they are reminded not to run around and are observed to use equipment safely. They talk about safety around bonfires and fireworks, safety in the dark and about people who help us. Children are consistent in their approach to good hygiene practices. For example, they wash their hands before snacks, after using the toilet and after craft activities. They use tissues to wipe their nose and clean their hands with antibacterial gel after disposing of the tissue. They help themselves to fresh water and fruit throughout the day, and benefit from healthy balanced meals from the school canteen. Children benefit from some activities that help to promote their interest in physical activity. However, the outside play area is small and there is little opportunity to explore the wider environment due to the location of the setting. Planned outdoor opportunities for doing things in different ways and on different scales than when indoors, and the opportunities for children to use their senses, and extend the opportunities for physical activity are limited and do little to reinforce the need for healthy exercise. There is also little opportunity for children to freely access a quiet area should they require a rest.

Children are helped to make a positive contribution. They join in, make friends and respect each other. For example, prior to outside play, children are asked to think about where they have been playing and help to tidy those areas up. They smile as their 'good team work' is acknowledged. Children are observed to be very polite

to each other and staff. They confidently introduce themselves to visitors, ask their names and why they are there. Children enjoy circle time where puppets are used to encourage them to talk about sharing and being nice to each other. They are reminded about good listening, looking and thinking, and enjoy answering questions at the end. Children are very confident, relaxed and feel safe. This is demonstrated as they talk freely about their family and recent events that are important to them. They make good use of the home corner and use their imagination well, each having a different role to play as they dress up and explain 'we are going skiing in the snow.' This conversation extends into one about when they made a snowman. They explained that they had to keep making the snowman because 'he melted,' and 'he was big.' Children select a favourite book and ask for it to be read. They sit and listen to the story showing an interest in the illustrations. They know the story and enjoy repeating familiar phrases as they turn the pages over carefully. Children freely select a wide range of musical instruments, such as drums, shakers and wooden percussion which they name and try to describe the sound they make. As other children join them, the activity extends into a display of dance and movement, with them demonstrating their skills at stretching and balancing.

Children thoroughly enjoy exploring different materials; they work in small groups happily talking amongst themselves, and explore the different texture of flour and water with their fingers. They scrape it with their fingers, use a selection of small tools and hold it in the palm of their hands explaining that 'its soft' and 'sticky.' Other children fill vessels up with bark and explain its 'off a tree' and that 'it feels cold'. They use mathematical language to explain that the buckets and jugs are full, full to the top and nearly full. During outside play children ride bikes, manoeuvring carefully backwards, forwards and in circles. They use brushes and rollers to paint with water, and join in a game that encourages them to run and jump. Physical activity is extended as they return inside, they use ribbons on sticks and move to music shaking the ribbons and their bodies. Children celebrate different festivals, such as Diwali and Chinese New Year, and enjoy world topics where they learn about different countries and traditions. For example, they looked at Morris dancing, Mexican masks, talked about the Sphinx and compared different homes in the United Kingdom and Egypt.

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	3
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	2

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	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
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