

Locking Stumps Community Day Nursery

Inspection report for early years provision

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Inspector	Doreen Davenport
Setting address	Locking Stumps Community Primary School, Glover Road, Birchwood, Warrington, Cheshire, WA3 7PH
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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*.

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Description of the setting

Locking Stumps Community Day Nursery opened in 1998 and is run by a management committee. It operates from a portable classroom in the grounds of Locking Stumps County Primary School, in the Birchwood area of Warrington. It has an outdoor play area and access to the school hall, a secure playground and parts of the school playing fields. The nursery serves the local area and may take a maximum of 24 children at any one time. There are currently 36 children on roll. Of these, 14 are under three years and 11 are funded three year olds. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. Sessions run from 8.45am to 3.30pm each weekday during term time only. Holiday care is also available for the first two weeks of the summer holidays and opening times are the same as for term times. Three full-time and two part-time staff work with the children. Of these, two have level 3 and two have level 2 qualifications in early years childcare and one is working towards the level 3 qualification. The setting is registered on the Early Years Register. It receives support from Warrington Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled, happy and well cared for in this secure and inclusive environment. However, procedures for uncollected children at the end of the day are not yet in place, which is a requirement of the Early Years Foundation Stage. Children learn through an appropriate range of practical activities, although the outdoor area does not support all areas of children's learning. Self-evaluation to bring about further improvement, although adequate, is not formally recorded and policies are not regularly updated. Improvements since the last inspection and current practice show a satisfactory capacity to improve further.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that there are procedures in place to be followed in the event of a parent failing to collect a child at the appointed time (Safeguarding and promoting children's welfare). 02/10/2009

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

- implement formal systems for self-evaluation in order to measure accurately the success of actions taken and their impact on children's learning and development

- develop the outdoor area so that it provides activities to cover all areas of children's learning and development
- review policies on a more regular basis to ensure that staff and parents have the most up-to-date information to hand.

The effectiveness of leadership and management of the early years provision

The committed staff work well as a team and this ensures that the setting runs smoothly on a day-to-day basis. Appropriate vetting, recruitment and induction procedures are in place and staff fully understand their responsibilities. Most of the required policies and procedures to safeguard children and promote their health, safety and well-being are in place. However, there is no policy to show the procedure to be followed in the event of a parent or carer failing to collect their child at the appointed time, which is a requirement of the Early Years Foundation Stage. Also, the policies are not updated on a regular basis to ensure that staff and parents have the most up to date information to hand. Daily safety checks and risk assessments ensure that children are safe and well cared for in this secure environment. The key worker system works well in developing positive relationships with the children and their families. This effectively promotes the continuity of care and support for all children. It is further enhanced through the shared activities and regular discussions with the pre-school and the school. Indoor provision is set out to support most areas of children's learning and resources here are adequate. However, there are insufficient opportunities or resources to develop children's physical skills through large play equipment or wheeled toys.

Parents receive good quality information about the setting and appreciate advice on supporting their child's learning both in the setting and at home. They exchange information through daily informal discussion, can access their child's record of achievement at any time and attend a more formal open evening during the year. Staff are committed to improving their practice. They meet regularly to discuss new ideas and identify areas for improvement and training. However, they do not have a formal system for recording these evaluations. This makes it difficult to measure accurately the impact of any actions taken and their benefit to children's learning and development.

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

Staff create a welcoming and relaxed environment where children enjoy playing with the range of activities on offer. They have a sound understanding of how young children learn and planning is clearly linked to the early learning goals. Indoors, they provide an appropriate range of purposeful activities, based on children's interests and needs, which encourage them to explore and learn for themselves. However, the outdoor area is underdeveloped and does not provide a sufficient range of activities to extend children's experiences across all areas of learning. Access to the school's grounds, where children can play on fixed climbing equipment, have freedom of movement in the playground and explore the natural

environment in the wooded areas, compensate to some degree for this. However, children's progress overall is satisfactory. There are sound systems in place to observe and assess children at play and the information gathered is used to plan the next steps in their learning. Children enjoy the support of staff as they identify and match sounds to pictures, discuss familiar objects in the home corner and count numbers on board games. They also enjoy listening to stories, painting self-portraits and making collage houses.

Relationships are good; children play happily together and behave well at all times. Praise is used well by staff to reward children's efforts and to boost their confidence and self-esteem. The children gradually grow in confidence and independence as they check themselves in at the start of a session and choose their own resources and activities. Lunchtime is a relaxed, social occasion when children eagerly tuck into their packed lunch and talk about their news. Healthy snacks are provided during the day and children have daily access to outdoor physical activities. Personal hygiene is promoted well as children wash their hands before eating and after using the toilet. They are taught how to use equipment safely and learn about road safety from the lollipop person. Joint activities, such as assemblies and sports days with the pre-school and school, develop children's sense of belonging. The weekly French and music lessons, fundraising for Children in Need and an enjoyable visit to Farmer Ted's Farm Park successfully teach children about the wider world, as does participating in celebrations for Diwali. Children develop sound skills for the future as they learn to cooperate, share resources, show care for each other and play harmoniously together.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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