

# Pool House Under 5's Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	502191
<b>Inspection date</b>	24/09/2009
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<b>Setting address</b>	Kidsgrove, Tanterton, Preston, PR2 7BX
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<b>Type of setting</b>	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

Pool House Under 5's Nursery has been registered since April 2001. The nursery is operated by a management committee and is situated in the Tanterton area of Preston, within Pool House Community Primary School. The nursery is self contained, having its own entrance and outdoor play area. There is one large room, where care is provided for children aged from two years old to five years old. The group also has use of the school hall when available. Registration is for a maximum total of 38 children aged from two years old to five years old. Currently, there are 34 children on roll, 16 of whom are funded for nursery education. The provision is open term time only and operates from 9.00am to 3.00pm. The setting supports children with special educational needs and/or disabilities and those for whom English is an additional language. The staff team is led by a new nursery manager, who holds a National Vocational Qualification at level 3 and a deputy nursery manager. There are five additional staff who all hold appropriate early years qualifications. The setting is a member of the Pre-School Learning Alliance and advice, support and training are also gained from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Partnerships with parents are good and the setting effectively obtains personal information about each child, supporting good continuity for child care. Children are safe and secure and adopt healthy lifestyles. All children make sound progress, however systems for assessment and planning do not fully support individual learning and development needs and there are limited opportunities to develop information and communication technology skills. The setting has a welcoming and inclusive atmosphere.

Methods of identifying weaknesses in order to implement improvement are not consistently effective because structured quality checks and self-assessment are not yet fully developed. The setting has not informed the regulator of the recent change to the manager, which is required by the Early Years Foundation Stage (EYFS).

## What steps need to be taken to improve provision further?

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

- inform the regulator of any change to the person who is managing the early years provision. (Suitable People) (also applies to both parts of the Childcare Register) 26/10/2009

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

- ensure that the records of observation and assessment are used to identify and plan the next steps in learning for individual children
- increase opportunities for children to access and develop their skills in using information and communication technology
- extend systems for effectively monitoring the provision and outcomes through regular quality checks and self-assessment, leading to clear identification of targets for further improvement.

## **The effectiveness of leadership and management of the early years provision**

The leadership and management is satisfactory overall. The nursery provides a safe and secure environment and all staff have been robustly vetted, to make sure there are no reasons why they should not be employed to work with children. Daily risk assessments are carried out and all the required documentation is in place. The nursery works closely with parents and knows the children and their families well. A regular newsletter keeps parents well informed and there are established partnerships with other settings and professionals. Parents speak very highly of Pool House Nursery with comments like 'the dedicated hardworking staff', and 'its lovely here, the staff really care about the children'.

The manager has introduced procedures for self-evaluation but these are at the very early stages and not fully implemented. As a consequence, some aspects of assessment and planning are not fully effective. There has been a recent change to the manager of the setting and the regulator has not been informed of this change to ensure appropriate checks are completed, which is required by the EYFS. Sound, inclusive practice is promoted, so all children have their needs met regardless of background and this is particularly effective for children who are learning English as an additional language.

The manager is committed to providing appropriate training for all staff and sees the development of the role of key workers as a priority. Children benefit from the positive and effective relationships that they have with their key workers and these effectively promote continuity of care and support the uniqueness of each child.

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

Children enjoy attending Pool House Nursery and quickly settle to their activities with the help and support of their individual key workers. Established routines are in place. For example, as they arrive at nursery, they are encouraged to self register, finding their own name from the basket and sticking it to the attendance board. Children access a sufficient range of activities and resources set out by staff at the start of each session. They move between areas and choose their activities freely, which promotes their independence and confidence. Children are encouraged to enjoy physical activities and are provided with healthy snacks, which encourages healthy lifestyles. Good health is also supported through role

play, for example, where a group of children are taking part in an imaginary picnic, they confidently chose a range of fruits including melons, pears and apples to eat. Staff introduce additional activities, such as music making, singing, listening to stories and water play, which provides further variety and experiences for children.

Children are progressing with aspects of learning, such as literacy and numeracy work and confidently select and use appropriate equipment. The range of activities includes painting, water, sand and creative play. They also enjoy participating in small world, construction, sensory, malleable and role play activities. Plenty of mark-making with crayons and paper takes place by all ages and older children progress to some phonic awareness and letter sounds. Children become familiar with counting and recognising number and shape through model making in the malleable activity area. A computer is available for the development of skills in information, communication and technology but has a limited impact on children's development in this area of learning.

Staff are familiar with each individual child's background and have a positive attitude towards inclusion, to ensure every child is able to fully participate within a range of activities. However, planning and ongoing assessments are not consistent enough. Learning journals track the progress of individual children and key workers are beginning to log ongoing assessments, but these have yet to inform the planning and impact on individual children's learning and development. Good systems are in place to ensure children with English as an additional language and those with special educational needs and/or disabilities are well supported. Children respond well to staff's consistent approach to expected behaviour, which helps to develop their understanding of right and wrong.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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## Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR12) 26/10/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR12) 26/10/2009