

Putteridge Community Nursery

Inspection report for early years provision

Unique reference number	EY312393
Inspection date	20/11/2009
Inspector	David Wynford Jones
Setting address	c/o Putteridge Junior School, Putteridge Road, Luton, Beds, LU2 8HJ
Telephone number	01582 480734
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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

Putteridge Community Nursery opened in September 2005. It is managed by a voluntary committee. The setting is on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. The nursery is registered to provide care for up to 28 children aged from birth to under five years. This includes a maximum of six places for children below the age of two. The nursery is open on Monday to Friday for 50 weeks of the year. Full day care is available from 08.00 to 06:00. Morning sessions run from 09.15 to 11.45 with afternoon sessions from 12.45 to 15.15. A lunch club operates from 11.45 to 12.45. There are currently 61 children on roll. Not all attend every session because of the registration restrictions. Twenty nine children receive funding for nursery education. Only children attending the nursery are eligible to attend 8:00 to 9:15 and 3:15 to 6:00 sessions.

The nursery is located in a mobile classroom unit within the grounds of Putteridge Junior and Infant Schools in Luton and serves the needs of children from homes in the local suburban area. The accommodation includes a separate baby room and a secure outdoor area. There is suitable access for adults and children with physical disabilities. The nursery has systems in place to support children with special educational needs and those who are learning to speak English as an additional language.

The setting employs 13 members of staff, ten of whom hold qualifications to Level 3. The setting is a member of the Pre-School Learning Alliance and receives support from various advisors from the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Provision is good and meets the needs of children in the Early Years Foundation Stage well. The nursery has good capacity for further improvement. Effective leadership, good team work and strong links with parents ensure that all children are happy, included and well cared for. As a result, the children want to attend and enjoy learning. They make good progress in their social and physical development and to becoming independent learners.

What steps need to be taken to improve provision further?

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

- ensure the children do not have access to the kitchen except with direct staff supervision. 04/01/2010

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

- analyse assessment information to identify strengths and areas for development for the different groups of children
- strengthen the role of the management committee in contributing to strategic direction for the work of the nursery and in holding the leadership and management to account
- enhance the access to the outdoor area.

The effectiveness of leadership and management of the early years provision

Putteridge Community Nursery is well led and managed. The manager is working closely with staff to review provision to bring about the changes required following the introduction of the national Early Years Foundation Stage Framework. Staff are encouraged to attend courses and to gain further qualifications. The manager is providing a good role model and is currently working towards a degree in Early Childhood Management. The committee are supportive but do not contribute sufficiently to the strategic vision for the development of the nursery or hold the leadership team to account.

Self-evaluation is an honest and an accurate reflection of the setting. It clearly identifies its strengths and areas for development. They are in the process of arranging for the installation of an all weather canopy. The lack of which restricts opportunities for the outdoor area to be used as a natural extension of the classroom.

Good assessment procedures are in place. Key workers make good use of assessment information to track children's progress and to plan future work. They record the all round development of each child. These are regularly shared with parents. However, the assessments have yet to be analysed at a strategic level to identify areas of strengths and weaknesses in the children's learning.

Staff are working together well to review short and medium term planning. Topics have been identified for each half term with themes for each week. These are linked to the goals expected for the children's ages and the activities they will be undertaking. Overall, there is a good balance between activities led by adults and those initiated by the children. Staff have correctly identified the importance of identifying learning outcomes that are carefully matched to the needs and abilities of the children. As a result, staff have a better understanding of how to support children's learning.

The changes to the planning and to the assessment procedures are having a positive impact on the children's progress. However, planning does not place sufficient emphasis on the promotion of communication, language and literacy skills and how these skills will be promoted through the other learning goals.

The safety and welfare of the children have a high priority. All relevant policies are in place. Procedures for safeguarding children are good. There is a named member

of staff who manages the support of children with special educational needs and/or disabilities and ensures that everyone is included in the range of activities undertaken during each session. Routine risk assessments are thorough and regular. They have rightly identified that the door to the kitchen does not have a suitable closure mechanism to ensure that children cannot enter. Staff are consistently vigilant but especially at the start and end of the sessions. They check each child into the nursery and make certain that, at the end of the session the children are handed over safely to the named person. Accidents are dealt with well because the vast majority of staff hold first aid certificates. None of the staff have been trained in safe food handling. However, the setting is aware of this and is taking appropriate action. The staff maintained strict hygiene practice when handling food.

Links with parents are good. Systems for communication are effective and firmly embedded. The setting welcomes the involvement of the parents in their children's learning and provides opportunities for them to join in with various events. Analysis of a recent parent questionnaire confirms that parents were very happy with the provision and appreciate the regular contact with members of staff. One wrote 'We are very happy with the nursery, our children are well cared for'.

The support of parents, the commitment of staff and the leadership team who share the vision for the development of the nursery provide the setting with good capacity for further improvement.

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

No children were present during the inspection because the setting was closed for a staff training day. Evidence was gathered from discussions with staff, scrutiny of planning, children's files, assessment records, photographs, policies and other administrative documentation. A recent parental questionnaire was also studied. The quality, suitability and range of educational equipment was checked.

Analysis of the parental questionnaires and scrutiny of the photographs indicate that children quickly form good relationships with members of staff and with each other. This is because the induction processes are good. Staff are welcoming and work together effectively to ensure that the children are happy, feel safe and settled. The children behave well, enjoy their learning and quickly grow in confidence. The good range of activities provides them with opportunities to make choices and develop their independence. The wide range of photographs show happy smiling faces as the children work with sustained concentration both independently and with others.

The children's understanding of healthy living is good. Inspection evidence shows that they act responsibly as they help themselves to milk, fresh fruit or vegetables. They can name the different fruits they enjoy, which they prefer and know why eating fruit helps them stay healthy. The wall display reminds them of the importance of personal hygiene and cleaning their teeth after eating food.

Staff assess that most children start with skills and knowledge broadly similar to those typical of their ages. The vast majority make good progress, particularly in developing their social skills and in taking responsibility for themselves. This is because the key workers provide good direct support and guide each child's learning experiences.

Children are developing a good understanding of contributing to the community by helping to put equipment away, by taking part in fund raising activities and by joining pupils at the infant school. By the time they leave, the children's attainment in communication, language and literacy and in problem solving, reasoning and numeracy are broadly in line with expectations for their age.

The good progress the children have made in developing their social skills and to becoming independent, combined with the good links with the infant school prepare them well for the next stage of their education.

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	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