

Barton Moss Community Nursery

Inspection report for early years provision

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14/12/2009

Inspector

Teresa Ann Clark

Setting address

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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).

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Description of the setting

Barton Moss Community Nursery re-registered in 2009. It is situated in the grounds of Barton Moss Primary School and managed by the local authority. All children share access to a secure enclosed outdoor play area. The building is fully accessible.

The nursery is registered on the Early Years Register and may care for a maximum of 40 children. There are currently 31 children on roll. The nursery is opens from 8am to 5pm on Monday and from 8am to 6pm Tuesday to Friday all year round, with the exception of a week over the Christmas period and public holidays.

The nursery employs 10 staff who all hold appropriate early years qualifications and several are working towards a higher qualification. Staff are supported by additional supply staff when necessary and domestic staff. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The developing staff team are well-organised in relation to children's welfare. The inclusive environment and positive partnership with parents ensures children's care needs are well met. Most aspects of children's welfare are satisfactorily promoted, ensuring that children are safe and secure. However, not all legal aspects of the welfare requirements of the Early Years Foundation Stage are being met. Although the nursery is in its infancy, the manager has started to develop an understanding of the setting's strengths and areas for development to further improve the children's learning. However, self-evaluation systems are not entirely inclusive or secure at this time.

What steps need to be taken to improve provision further?

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

- inform parents of any accidents or injuries whilst in the care of the nursery and of any first aid treatment that was given (Safeguarding and promoting children's welfare) 28/12/2009
- ensure fresh drinking water is available to all children (Safeguarding and promoting children's welfare). 28/12/2009

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

- take steps to improve the provision in Caterpillar room by making toys and equipment easily accessible to children so they can become independent

- active learners
- involve parents in the process of assessment and observations, enabling them to understand and support their children's development
- continue to develop systems for self-evaluation to ensure strengths and areas for improvement are clearly identified and consider ways to seek staff's, parents' and children's views in order for them to contribute to the setting's self-evaluation.

The effectiveness of leadership and management of the early years provision

Staff are building an effective and supportive team to ensure children are happy and safe. The helpful leadership from the manager alongside an enthusiastic, caring staff team helps to ensure children enjoy their time at nursery.

Documentation which is required for the safe and efficient management of the setting is generally well-organised to promote positive outcomes for children.

However, accident records are not always shared with parents which poses an element of risk to children's safety. Procedures are in place to ensure the suitability of staff is maintained and to promote the children's safety. Staff have a good understanding of child protection to enable them to effectively safeguard the children in their care. In the main, staff are well deployed and pay close attention to children.

The nursery has made a good start since registration and continues to work hard to promote better outcomes for children. The management is committed to the continued professional development of the staff team and ensures staff are provided with regular training both in-house and external. Risk assessments are in place and staff take effective measures to manage and eliminate risks within the setting. For example, daily checks of the premises both indoors and outdoors at the beginning of each day. The nursery is welcoming and security is good as children are only allowed to go home with those people included on the registration forms by parents. The manager is beginning to use the self-evaluation process and recognises the need to include staff, parents and children in this.

Children benefit from the ongoing liaison staff maintain with their parents and which effectively contributes to their continuity in care. Parents are kept well informed of their child's activities and events within the nursery through regular newsletters, development files and daily exchange of information. However, systems are not yet established to involve parents in their children's learning. Parents make positive comments about the nursery including the fact that 'staff are very kind and make them feel welcome' and that their children have settled really well. The setting demonstrates a strong commitment to providing an inclusive service and children and families learning English as an additional language are welcomed, valued and well supported to integrate into the nursery. The nursery work with a range of other professionals to support children and their families. They understand they need to develop links with other providers to ensure continuity of learning for those children attending them.

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

Children make sound progress in their learning and development under the Early Years Foundation Stage because staff plan and provide an adequate range of activities. Staff and the manager are caring, considerate and genuinely enjoy the children's company which ensures children are secure at this setting. Children's progress towards the early learning goals is monitored in their development files 'Celebrating what I can do'. These are beginning to include information about children's developmental starting points from parents on entry. Staff undertake regular observations on children to record their progress, interests and individual needs, which enables staff to tailor activities to support children's learning and development.

Children have fun in their play and enjoy being with their friends. They settle easily in the welcoming play environment and they go easily to staff for support or to ask for activities they want. Children are developing skills for the future as they competently play a matching number game on the computer. Children enjoy making marks as they paint, draw and colour pictures around topics and their own interests. These are displayed around the nursery, creating a colourful and welcoming setting for parents and children. The Ladybird room provides an enabling environment where children freely select toys and equipment for themselves. However, resources in the Caterpillar room are not organised to encourage children to be active independent learners. As a result, children are not always engaged in purposeful play. For example, there is a lack of plates and cups in the home corner and only one side of the paint easel is accessible to children.

Problem solving and numeracy skills are promoted through conversations and daily activities. For example, staff encourage children to count and question them about what shapes might fit when constructing a tower. Children talk about shapes during their play, for example, a child says 'Round and round circles' as she spreads the paint around the paper. They learn to keep themselves safe through the appropriate expectations of staff. They learn not to run indoors in case they fall over and not to throw sand. They enjoy the safe challenge of the small grassed hill and wooden bridge outdoors. Children are developing an understanding on the wider world through a range of topics, themes and planned activities.

Children's good health is maintained well. They have regular opportunities to play outside where they benefit from fresh air and use up their energy while having fun. For instance, ball games and use wheeled toys. Children are developing an understanding of healthy lifestyles; they are able to explain why and when it is important to wash their hands; 'to get rid of germs'. A nutritious menu helps children to eat well at breakfast, snack time, dinner and tea. The availability of drinking water in Ladybird room ensures children can refresh themselves when needed. However, children in Caterpillar room do not have access to drinking water.

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	2
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	2
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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