

Asmall Nursery

Inspection report for early years provision

Unique reference number	309219
Inspection date	23/11/2009
Inspector	Alan Parkinson

Setting address	Asmall Primary School, Tennyson Drive, Ormskirk, Lancashire, L39 3PJ
Telephone number	01695 581 121
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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

Asmall Nursery has been open since 1992. It is situated within Asmall Primary School on the outskirts of Ormskirk. The nursery is run by a committee which is a registered charity and is open from Monday to Friday from 8.00am to 5.30pm during term time. It also provides after school care. Outdoor areas are available for both facilities. There are currently 23 children on roll at the nursery aged from two to under five years and it provides funded early education for three and four-year-olds. The after school club has 41 children on roll, of these 11 are under eight years and of these two; are within the early years age range. The setting currently supports children with special educational needs and/or disabilities and it also supports children who speak English as an additional language.

The provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The committee employs a manager and four staff in the nursery, plus three staff in the after school club. All of the staff hold appropriate early years qualifications to at least level 2. The setting receives advice and support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Asmall Nursery is effective in meeting the needs of children in the early years age range. The good leadership and management ensures that inclusive practices are promoted. The staff are effectively deployed and support the children well. Children feel safe in this well organised and welcoming setting which is effectively developing its self-evaluation processes. There are systems to provide a good understanding of its strengths and weaknesses and the setting is using this information to identify its priorities for future development. The capacity to make further improvements is good.

What steps need to be taken to improve provision further?

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

- further develop the observation systems to monitor the progress of children against the Early Years Foundation Stage so that the next steps are more clearly identified
- further develop the setting's self evaluation systems to more effectively monitor the impact of the provision on children's outcomes and to inform future planning.

The effectiveness of leadership and management of the early years provision

The leadership and management of the setting is effective in meeting the needs of the children. Recommendations for improvement from the previous inspection have all been addressed. The accommodation is appropriate and provides a welcoming and safe environment. The setting has all relevant policies and procedures in place for safeguarding children and all appropriate checks on staff are in place.

Staff know the children well, the relationships between the setting's staff and parents/carers are very good. These effective relationships with staff and other agencies enable information and ideas to be shared. This contributes to the support that the child's Key Worker can provide to meet individual needs. Discussions with parents show that they are very happy with the provision and receive regular feedback about their child's progress and achievements.

The toddler room and the pre-school room are equipped with a range of appropriate resources suitable for the children's age range. The setting provides resources and opportunities to promote equality and diversity and to develop the children's understanding of the world in which we live. For example, the children experience food tasting from around the world and make lanterns for the Chinese New Year; cultural activities help to promote a better understanding of the culture and diversity of countries such as Germany, Italy and America. Children and staff dress up in clothes and costumes related to one of these countries. This is one example of good planning, which is adapted to take into account the needs of all the children.

The setting is effectively developing its self-evaluation processes and systems to provide a good understanding of its strengths and weaknesses, it is using this information to identify its priorities for future development. As part of the self-evaluation process, questionnaires are used to obtain feedback from parents. The setting responds to suggestions from parental feedback. For example, it now provides more regular information on children's achievements and makes more information on the setting's daily routines available for parents.

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

The behaviour of the children is generally good. They play well together, share resources and also demonstrate that they can work independently. The wide range of resources available provides activities that stimulate the children and help them to develop their communication, literacy, numeracy, and information and communication technology skills. The children know and understand the daily routines and co-operate well with each other and the staff. Relationships are very good. Staff encourage the children and help them to develop their personal and social skills. The children are constantly engaged in conversation with the staff and they are encouraged to select from the wide range of resources available. Staff are

used effectively to support the children, thus enabling them to make good progress, which is demonstrated through their achievements and enjoyment in their activities. The children also have the opportunity to explore various media and materials e.g sand, dough and foam. Their creativity skills are developed through drawing, painting, making shapes and objects. Creativity is also promoted through music, using instruments such as tambourines and drumming along to songs and singing nursery rhymes.

The children have access to a computer to develop their information and communication technology skills as well as access to other mechanical, audio and programmable toys. The children's knowledge of the wider world is promoted through the work to develop a greater awareness and understanding of different cultures and also to develop an interest in the natural world through opportunities such as looking at insects.

In the outdoor area, opportunities are created for further learning and development. For example, the children have access to the outdoor sand pit and water tray, with buckets, containers and scales. This helps to extend their learning through the development of problem solving skills. Magnetic numbers and boards are also used to develop problem solving, reasoning and number and the climbing frame is available for physical development.

The setting has effective systems in place to monitor the achievement and progress of children in the early years age range. This is recorded in the child's Learning Journey folder and includes details of their progress, photographic evidence and comments from children, staff and parents/carers.

Healthy lifestyles are promoted through the effective use of the outdoor play and learning area, hygiene routines and physical activity. Staff encourage good hygiene practice amongst the children. For example, the children wash their hands before snack and meal times and make tissues available when needed. Healthy eating is also well promoted through the choices of healthy snacks available.

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