

# St Paul's (Adlington) Nursery

Inspection report for early years provision

---

<b>Unique reference number</b>	309678
<b>Inspection date</b>	18/11/2009
<b>Inspector</b>	Anthony Anderson

<b>Setting address</b>	St Paul's CE School, Railway Road, Adlington, Chorley, Lancashire, PR6 9QZ
<b>Telephone number</b>	01257 480 276
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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**

St Paul's (Adlington) Nursery was established in 1997 and is run by a voluntary management committee. It operates from the former infant school building of Adlington Junior and Infant School, which is situated in Adlington, Chorley. Children have access to a secure enclosed outdoor play area. It is open Monday to Friday from 9am to 1pm during term time only. The setting is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. A maximum of 30 children under eight years may attend the setting at any one time. Currently children aged two to five years attend the setting. There are 18 children on roll who are within the Early Years Foundation Stage. Of these, 17 are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities. There are five members of staff, four of whom work directly with the children and hold appropriate early years qualifications to level 2. Additionally, one has attained NNEB status and the manager holds a National Vocational Qualification to level 3. One member of staff is an administrator. The setting receives support from the local authority and is a member of the Pre-School Learning Alliance.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children clearly enjoy their time at the nursery, which is a warm and friendly setting. Their needs are met by exceptionally dedicated and efficient staff who provide very effective support and guidance to young children. Most of the setting's care and welfare systems and procedures are well documented and effective. Partnerships with parents and the managers of the host school's Early Years Foundation Stage provision are outstanding and this provides excellent support to children's progress and development. Management demonstrates a good capacity for further improvement.

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

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

- take the necessary steps to ensure that the access path used by children to walk to and from the setting's external play area is appropriately and consistently maintained and that children's health and safety are not compromised.

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

Recruitment and vetting systems are fully in place and help to ensure that all adults are suitably qualified and trained. Systems of welfare and care, including first aid and the regular undertaking of fire drills, are good overall. Regular checks

are made to ensure the suitability of accommodation, equipment and resources. However, the existing path used by children to access the external play area is in a very poor state of repair and in need of attention to consistently ensure children's health and safety. Staff are very well deployed by the setting's professional and dedicated management and this adds strong support to children's development of independence and self-esteem. Frequent staff meetings are used very effectively to take into account the unique qualities of each child and to plan their next steps of development. Superb ongoing observations of all children are utilised most effectively to monitor and enhance their progress and development in the six areas of early years learning. These are linked to a weekly record sheet for each child and this information in turn is used to frequently update the detailed individual profile booklets, which are regularly shared with parents. As a result, parents are very well informed about their child's activities and those spoken to during the inspection had only the highest praise for the day-to-day management of the setting.

The relationship with external agencies and those who manage the host school's Early Years Foundation Stage provision is excellent and this helps to support and enhance young children's day-to-day progress and development. The setting's detailed systems of self-evaluation and regular review involve all staff, parents and children and are of a very high quality. This setting clearly knows where it is and demonstrates a crystal clear vision of its future and how it proposes to get there. The setting's very strong promotion of equality and diversity is outstanding. This is due to the very extensive use of planning for individuals and use of resources, including a wide range of appropriate books and posters, together with frequent celebrations of world cultures and faiths through music and the tasting of different foods.

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

Children demonstrate exceptionally friendly relationships with staff and visitors to the setting. They are eager to sample the many and varied opportunities to join in games and activities with their friends and they exhibit a real desire to learn, which is effectively fostered by dedicated staff. Children enjoy a varied and very healthy midmorning snack accompanied by a choice of milk or water. Staff use mealtimes highly effectively to promote social development and to encourage children to make healthy choices. Children are also taught the importance of personal hygiene as they are encouraged to wash their hands before eating and after visiting the toilet.

After arriving at the setting, young children show developing confidence as they seek out their favourite toys and activities whilst their parents update their knowledge of their child's progress through a brief chat with their child's key person. Children have easy access to an exceptionally wide range of play and learning resources which are set out in different rooms in the form of learning and play zones. For example, a few children choose to listen to a story read by a visitor in a quiet corner of one room whilst others prefer to play with a toy train laid out on a wooden track in another room. A computer zone in another room is used by a

group of children to enhance their mathematical skills, with attentive staff on hand to promote and support their learning. Very good use is made of a variety of displays, such as 'hibernation', to enhance children's knowledge of the wider world. A range of photographs on the setting's walls is used well to monitor and support children's progress over time and to provide a useful history of their activities. For example, photographs of a parent and toddler music session held in early 2009 are testament to children's enjoyment and cultural development. Other photographs taken in the external play area provide abundant evidence of children taking part in healthy and physical exercise as they run, jump, or ride on a range of bicycles, cars and scooters.

The very effective use of observations of children to inform planning and to monitor their progress has a strong impact on their levels of enjoyment and achievement. Children demonstrate consistently good attitudes towards learning and behave very well as a result of the effective day-to-day organisation. They are frequently encouraged to make choices and to take increasing responsibility for their own actions. This develops their independence and confidence. Children learn and develop life skills through their access to the very well planned and managed activities. This is enhanced exceptionally well by the professional and dedicated staff.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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
--	-----