

Pixley Dell Nursery

Inspection report for early years provision

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Inspector

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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.

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

Pixley Dell Nursery is part of the Northumbrian Trust Day Nurseries Limited, which has four provisions, and has been registered under the current provider for approximately nine years. It is based in a two storey building in the Spennymoor area of County Durham. Local amenities and public transport systems are within walking distance. Children are based in two rooms upstairs with another room available downstairs. A safe, enclosed rear yard is available for outdoor play. There are currently 40 children on roll who attend for a variety of part-time or full-time sessions, and none of whom have special educational needs or disabilities.

The nursery is open Monday to Friday from 7am to 6pm for 52 weeks of the year, closing only for bank holidays. Eight members of staff work directly with the children, and the manager has overall responsibility for the nursery. Most staff members are qualified to National Vocational Qualification level 3 and above, with other staff at level 2 working towards the higher level. The nursery receives support from the local Early Years Development and Childcare Partnership, and from a link teacher from the local education authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The high level of skilful interaction of the staff and their valuing of each child ensures that individual needs are met well through the consistent implementation of generally thorough policies and procedures. Children, therefore, make good progress with each child actively and enthusiastically participating in this inclusive setting. Their health and safety are generally well promoted through comprehensive risk assessments and effective practices. Strong partnerships with parents and others involved with the children support their welfare, education and transition to school. The self-evaluation process, involving staff, effectively evaluates the nursery's strengths and includes plans to further develop this good quality provision.

What steps need to be taken to improve provision further?

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

- amend the complaints policy to inform parents that they can request to see a complaints log and to clarify that parents can contact Ofsted at any time
- consider how to make the rest area in the Under 2s room more conducive for sleep
- consider how to make more use of the downstairs room more frequently to further extend children's experiences.

The effectiveness of leadership and management of the early years provision

Strong management, effective recruitment and induction procedures ensure that staff are suitably vetted. The particularly thorough management systems underpin the nursery practices well so that children benefit from receiving good care, are valued and enjoy a stimulating, safe environment. The well motivated and qualified staff team work well together in caring for and safeguarding the children. They are active and alert in supervising children and encouraging safe practices. The manager with responsibility for overseeing safeguarding issues has current knowledge which is shared with all staff. Thorough and detailed risk assessments manage potential hazards consistently as they are implemented well through good practices. The nursery follows good behaviour management techniques for children to keep themselves safe, such as, individual pictures on the mat to sit on during 'circle time'. The self-evaluation of the provision, including some staff contributions, and the actions taken to meet previous recommendations demonstrate the commitment to driving improvement of the nursery still further. Significant improvements include the continuing development of the outdoor play area.

The nursery is bright, colourful with imaginative displays and organised into stimulating play areas which are well used by the children. Resources are deployed well throughout the upstairs rooms to provide a flexible and extensive range of learning experiences, which are age-related, of good quality, challenging and appropriate to the children's stages of learning. The rooms are particularly well organised to maximise the choices of activities for all the children, so helping them to maintain their interest and encourage their participation. The play room downstairs is also very well set up but is under-used at present. Each child's unique qualities are valued and the key worker system helps to provide sensitive and flexible care to meet each child's needs well. The nursery promotes equality and diversity in raising children's awareness of the wider world, through practical activities and related resources. Children, therefore, have an extensive choice of activities and respond well to staff in this fun and friendly environment.

Strong partnerships with parents, schools and others involved with the children are instrumental in supporting their learning well. Parents are involved in their children's learning and welfare through various means of communication, to enable continuity of learning at home. Parents have access to the nursery policies which are comprehensive and updated, with a minor exception with regard to the complaints policy. The parental feedback included comments about the approachable staff, the flexible provision, the interesting activities, the meeting of individual needs and how the children enjoy their time at the nursery.

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

The management and staff maintain thorough and consistent systems to track children's continuous learning and development throughout the nursery, so that

they make good continuous progress supported by key workers and in partnership with the parents. They implement the overall and individual planning well to ensure a balance across all the areas of learning. Clear tracking and observation systems are used to note each child's progress and plan the next steps. Planning and observations ensure all children, including those attending part time, have personalised experiences. Staff have secure knowledge of the early learning goals and are skilful in adapting activities to all stages of learning, for instance, with the use of the light box.

The outcomes for children's welfare are good. Regular use of the outdoor space means the children enjoy the benefits of natural daylight and fresh air, as they ride on wheeled toys and squeal with delight during the parachute game. Children feel confident and safe in the secure environment as they benefit from the alert and well planned supervision. They learn how to play safely with toys and consider each other when finding a space to sit down. Children learn about healthy eating as they enjoy home-made, delicious meals while sitting together at the table as part of a social occasion. The Under 2s also sit together around their custom-sized table and chairs and are learning particularly well to feed themselves. Care is taken to meet individual dietary needs so that each child receives appropriate care. Children understand about healthy foods as they learn that 'milk is good for your bones'. They also rest and sleep when they need to with comfortable areas provided for quiet play. The Under 2s quiet area is also comfortable, and sited at one end of the room to minimise the disturbance from other children at play. Though being brightly lit, it is less conducive to sleep than it could be.

The staff support play and learning well, watching and intervening to develop conversations. Their skilful interaction during spontaneous play further enhances children's learning and enjoyment. Children work out and match the number of plates they need at snack time, observe that the apple is 'round like a football', and talk about batteries to make the camera work. The 'Circle time' consistently helps the children learn about rules and gives well supported opportunities to develop their communication skills through active conversation. Their listening skills develop as they enjoy story time and as they listen to instructions when working together to make the parachute go 'side to side, slowly and underneath'. Letters and numbers are displayed imaginatively throughout the rooms, often made by the children themselves, so making the symbols more meaningful. Many appropriate labels of play areas and resources help to reinforce children's familiarisation with simple words. All enjoy rhymes and counting in their play and when responding to music. They learn to concentrate and recall as they play a fun memory game with items on a tray.

The promotion of children's sensory development is particularly strong with many imaginative activities and resources provided for all the children. They press shapes into the wet sand, pop the bubbles in the water, explore the colour and patterns of leaves on the light box and draw in the flour tray with toothbrushes. The Under 2s concentrate on the colourful disco ball and the fibre optics. They explore the feel of the different textures and enjoy the sounds of the music and the toys in their homely, comfortable room. Computers and programmable toys are easily accessible to the children, who are keen to use them and increasingly understand technology, for instance, in controlling the computer mouse. Children

are encouraged to make a positive contribution and learn social skills as they share toys, tidy away, help each other and learn not to spoil other children's work. They develop skills for the future through the provision of challenging experiences within a safe, stimulating, welcoming and fun environment. Children at this nursery, therefore, make good progress, are valued as individuals and enjoy their time with skilful, knowledgeable staff in this imaginative and well-organised provision.

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

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|------------------------------------------------------------------------------------------------------|---|
| 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

| | |
|------------------------------------------------------------------|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| 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