

Kirkby & Great Broughton 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*.

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Description of the setting

Kirkby and Great Broughton Nursery is owned by a private provider and operates from a modular building in the grounds of the village school in Kirkby-in-Cleveland, which is on the outskirts of Middlesbrough. It was first registered in 1993 at different premises and has been registered at its current premises since November 2009. The nursery serves both the local and surrounding villages.

Children have the use of the nursery building and an enclosed outdoor play area. They also have access to the school hall, playing field and playground. The nursery is included on the Early Years Register, and a maximum of 24 children aged between two years and the end of the early years age group may be cared for at any one time. There are currently 20 children on roll, aged between two-and-a-half and four-and-a-half years old, attending for a variety of mornings throughout the week. The nursery tends to admit children aged from two-and-a-half years, rather than two years.

The nursery is in receipt of funding to provide early education and is open each weekday morning from 9am to 12pm, during school term times only. Two members of staff work directly with the children and both have appropriate early years qualifications. The deputy has a National Vocational Qualification at level 3 and the manager has a teaching qualification and also has recently acquired Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Adults are extremely committed to maintaining the continuous improvement of the provision and the outcomes for children. Extensive procedures are in place to support this. Highly successful partnerships between the provider, parents and other agencies ensure that children's individual needs are consistently met. Comprehensive procedures and knowledgeable staff ensure that children's welfare is robustly safeguarded. The exceptionally calm, welcoming and friendly environment is a particular feature of the setting. Excellent adult support ensures that children quickly settle in, make very good relationships and flourish within the nursery.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- providing balancing and climbing challenges for children.

The effectiveness of leadership and management of the early years provision

Children's welfare is robustly safeguarded within the setting. Staff have access to ongoing safeguarding training and demonstrate a very good knowledge and understanding of child-protection issues. Extensive recruitment, vetting and induction procedures are in place to ensure that all adults having access to children are suitable to do so. Comprehensive risk assessments are undertaken for the premises, outdoor play and outings. All necessary steps are taken to reduce risk to children, parents, staff and other visitors to the setting.

Staff are very well deployed and ensure that all children receive excellent attention and support, related to their individual needs. However, most children need little support from staff and display exceptionally high levels of independence, curiosity, imagination and concentration. Staff know the children in their care very well and are skilled at knowing when to intervene, for example, to offer support and guidance or to extend learning and thinking with challenging questions. Resources are also very well deployed and children have easy access to a varied range of stimulating activities and play materials, however, they have less regular access to resources which provide balancing and climbing challenges. The environment is extremely warm and welcoming with activities and play areas attractively presented.

The promotion of inclusion is one of the many strengths of the provision. Adults are committed to ensuring that all children are well integrated and fully involved. Excellent procedures are in place for identifying children's individual needs and staff work extremely well with parents and other professionals to ensure that children's needs are effectively addressed. Consequently, children's experience and progress within the setting are rewarding and positive. The setting's partnership with parents is another particular strength. Parents receive clear, regular information about their child's learning and progress. The setting actively seeks parents' views and comments, acts upon these where appropriate and uses them as part of the self-evaluation process to support continuous improvement.

Staff are committed to working in partnership with other providers delivering the Early Years Foundation Stage. They work extremely well with the school on site, and with parents, to help make children's transition to school a positive and exciting experience. Staff also build up relationships with other schools that some children will be attending, and have made useful transition books that include photographs of the new setting and new adults.

Staff have a very positive attitude towards personal development and have attended additional training since the previous inspection, for example, first aid, leadership, safeguarding children, movement through music, health and safety, special educational needs and promoting positive behaviour. They have an excellent attitude towards driving improvement and a very effective self-evaluation process is implemented, which includes the views of parents and children. Areas for future development are clearly identified and prioritised, resulting in the setting maintaining continuous improvement. Extensive plans are in place for the

development of the outdoor play area, which is the next priority now that children have settled into the new premises.

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

Children are very eager to attend the setting and make excellent progress in their learning. Relationships are very strong, with children showing care and concern for others and demonstrating exceptionally positive behaviour. As a result, all children show a strong sense of security and of feeling safe within the setting. Children regularly learn about keeping themselves safe and use a range of tools and equipment safely, such as when passing scissors to each other and when using a knife to chop fruit.

Children receive healthy and nutritious snacks and drinks, and demonstrate that they are well-informed about healthy living. For example, they know that milk is good for their teeth and that washing gets rid of germs. They follow good personal hygiene routines, often without being reminded. Snack-time is observed to be a very relaxed, enjoyable and sociable occasion with children speculating and discussing with each other whether pips or stones will be inside the different fruit when they are cut open. They have regular opportunities for outdoor physical play and thoroughly enjoying running up and down the hill. Children have access to a varied range of large and small equipment that promote most physical skills.

Children display extremely high levels of involvement and confidence, and happily point out their art work, which is attractively displayed throughout the nursery. Children work exceptionally well both independently and as part of the group, and their capabilities and interests are consistently taken into account when planning and extending activities. Children are focused and concentrate fully during activities. They persevere to get the outcome they want, for example, when showing a lot of patience to rewind unravelled string back onto its bobbin, removing any knots while they do this.

Children's problem solving, reasoning and numeracy skills are exceptionally good. They show a lot of interest in number and spontaneously count while involved in many activities, showing an understanding of addition and subtraction. Children independently choose craft materials to create imaginative paintings and three-dimensional models. Some children realise that they cannot clearly see their name when they write it onto black paper. They skilfully think through and overcome this problem by using brightly coloured pencils to write their name, or by cutting a small piece of lighter paper, writing their name on that, and then gluing it onto the black paper.

Children show a lot of interest in and an appreciation of books and handle them well. They thoroughly enjoy and get engrossed in storytelling sessions and have favourite stories. Children also have good access to a range of books that reflect the wider world. They learn to appreciate and the value the cultures and beliefs of others through interesting activities and play experiences. Excellent procedures are implemented by staff to promote children's individual language and communication

skills. As a result, children confidently speak to the group during 'showing sessions', when they talk about interesting items they have brought from home.

Children confidently use information and communication technology equipment, and patiently wait their turn while others are using the computer. The current theme of 'growing' is very evident throughout the nursery. Children bring their baby pictures from home and learn about how they have grown and changed. They have also planted seeds to watch them grow and change. Children also excitedly talk about chicks that a parent brought into nursery for them to see.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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

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