

Brougham Street Nursery School

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

The Brougham Street Community Nursery School registered in 2010 on the Early Years Register. The premises are situated within the Skipton Children's Centre in Skipton, North Yorkshire. The nursery is registered under the governing body of Brougham Street Nursery School. A maximum of 67 children may attend in the early years age group and of these a maximum of 12 children may be under two years. There are currently 35 children on roll and all children are in the early years age group.

The children are grouped in their own base rooms according to their ages and stages of development. Children under two years access a baby unit on the first floor with access to a covered outdoor play space and suitable rest and changing facilities. Children aged two to three years access a main play room, a quiet area, bathroom facilities and an outdoor play area. Children at three can then transfer into the main nursery school area through an adjoining door.

Children can attend for varying sessions according to family needs. Full-time, part-time, before and after nursery school care and holiday care are available. The nursery is open Monday to Friday from 7.30am until 6pm for 50 weeks of the year.

The head teacher is responsible for the overall management of the nursery provision and 10 nursery staff are employed, this includes a manager and deputy manager for the community nursery. All staff are qualified in early years and education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children are very well cared for in a stimulating and child centred environment. The welcoming environment is fully inclusive and reflects the children's backgrounds, communities and family lifestyles. The organisation of the educational programmes, reflect rich, varied and imaginative experiences, to meet the needs of the children well. There are effective partnerships established with both parents and carers, with good links to other providers and professionals to meet the children's welfare and developmental needs. The system for evaluating the quality of the provision is in the early stages of development, and so plans for the future, to appraise the setting and further promote the quality of the provision and the outcomes for children are being developed.

What steps need to be taken to improve provision further?

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

- further develop the system of self-evaluation to appraise the setting and further promote the quality of the provision and the outcomes for children

- further develop the records of children's learning and development as they progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

The children are protected and safeguarded through the policies and procedures that are in place to ensure those working with children are safe to do so. The nursery's safeguarding policies are effectively implemented, and staff know their role and duty in keeping children safe from harm. Staff and parents are familiar with the policies and procedures for the safe and efficient management of the provision. Staff are suitably vetted and cleared to work with children, they are experienced and qualified in aspects of learning and welfare of young children. There are detailed risk assessments and health and safety practices in place. There is involvement from all staff and management in team meetings to discuss and share their ideas, and to continue working towards the visions and values of the nursery. Partnerships with other professionals are evident, as staff link with the areas special educational needs coordinator, the teachers at the on site local primary school, the nursery school staff and with the early years development workers. The deployment of resources is good, staff use resources and equipment creatively and imaginatively. The staff are positive in making changes and taking things forward in relation to the planning of activities and the enhancements of areas and equipment. The children are grouped according to their ages and stages of development in separate areas. The storage and accessibility of toys and equipment is effective and enables the children to plan and organise their games, activities and use of toys.

Partnerships with parents are positive. Staff communicate with parents on a daily basis to share important information about their children's routines and development. Every child has a communication diary, and parents are encouraged to contribute to this, in order to meet all needs. Parents are welcomed into the nursery and warmly greeted. They have access to a wealth of information about the organisation, through newsletters, open days and the notice boards around the nursery. Induction procedures are followed and home visits are carried out if requested; in order to build up a picture of the child's needs and their family lifestyles. Parents can stay at the sessions with their children in order to help them settle. Children feel a strong sense of belonging as they play in the stimulating environment. The building is accessible to all, with accessible facilities. A very inclusive environment is evident that caters to all needs of the families on roll. Important information is shared with staff regarding children's medical needs, family lifestyles, cultural needs and their interests. The policies and procedures are inclusive and staff respond to the varying community languages when using labels and displaying pictures and posters. Children learn about differences and the wider world through the provision of toys, books and activities that show different languages, foods, people and places.

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

Staff have good knowledge of the learning and development requirements. They support children's learning through well planned activities and experiences. The planning of the learning environment is linked to the six areas of learning with free access to continuous provision throughout the day both inside and outside. Staff respond effectively to the information provided by parents and plan for individual learning needs and interests. Each child is assigned a key person to be responsible for their development, routine care practices and liaison with parents. Staff follow children's leads and note down any significant comments. Staff have just started to observe children as they have only just settled into the provision as this is a newly opened community nursery. They respond to the 'all about me' information and observe children at particular activities and take photographs. Individual profiles are being set up and the existing observations will form part of the children's learning journey, which is a work in progress activity at present. Staff understand how to link the observations with the practice guidance, and to use them to inform planning and the next steps of learning. Parents are involved in the home/school diary and are asked to record their observations for staff to enhance an activity or a particular interest.

Children explore the natural materials on the display table and investigate different objects on the investigation table. For example, they look through binoculars, a kaleidoscope, a magnifying glass and cellophane paper using their different senses. They learn about their community as they go on walks to shops, play areas and feed ducks at the canal. Children learn about different cultures during their discussions and through posters, books and resources. Children develop their creative and imaginative skills as they use the workshop area and create their own collages, paintings and models using a variety of mediums and materials. They imagine that the streamers and ribbons of different lengths are an octopus. Children make music and use the musical instruments. They create their own games with shaker bottles to make a bowling alley. During outdoor play children create dens and houses from the cardboard boxes and pieces of material. Children's personal, social and independence skills are developing through serving their own snacks, choosing what they want to do and where they want to play. They help with tidying up tasks and respond to the flexible routines. They approach staff with confidence, ask for things and respond to positive nurturing, praise and encouragement from adults. Children have good relationships with each other and friendships are evident. Their physical needs are met and they develop their own physical skills with free access to outdoor play and large equipment for climbing and balancing. They use wheeled toys, twirl and dance with streamers and ribbons and dance and use musical instruments. Children benefit from regular sleeps and quiet times and are provided with healthy meals and snacks according to their own dietary requirements. Children use number language throughout their play when counting pieces of fruit and the number of chairs they may require. They explore and investigate how things work with the toaster and microwave in the home corner. Children access a language enriched and labelled environment as they see letters and words on everyday furniture, objects and displays. They see key words on the texture table and refer to letters and sounds during their chats

with each other. Children develop their mark-making skills through the use of small tools and access a mark-making area each day. They develop their speech and language through constant questioning to extend their thinking, and staff give clear explanations to children about what is happening and processes.

The staff are fully committed to quality care, which actively promotes the children's knowledge and understanding of safety and healthy lifestyles, this develops their skills for the future, which enables them to make a positive contribution. Staff work extremely well with all children in all the age groups. They talk to children, supporting and encouraging them to ask questions. Children feel safe in the setting and understand issues relating to safety. They are fully aware of dangers and risks as staff talk to them all the time, reminding them of what is a safe practice. They have opportunities to take risks and know about the boundaries as they help with food preparation and baking. The children know about the oven being hot and that knives are sharp. They know and understand about healthy living through the provision of healthy foods at snacks and lunch time. The children are given lots of genuine care, cuddles and reassurance, they are happy and content in their environment and look to staff for comfort if upset or uncomfortable. Children make a positive contribution and enjoy their learning and learn about expected behaviours. They are given detailed explanations and helped to distinguish between right and wrong. Staff are very positive and good role models to the children. Children are very well occupied, interested and motivated and play well together. They listen to instructions, take turns, share and staff only intervene when necessary to allow the children to negotiate for themselves.

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	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	2
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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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