

# Unsworth Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	316748
<b>Inspection date</b>	29/06/2010
<b>Inspector</b>	Kay Armstrong

<b>Setting address</b>	c/o Unsworth Primary School, Blackley Close, Bury, Lancashire, BL9 8LY
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<b>Type of setting</b>	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**

Unsworth Nursery opened in 1995. It is run by a limited company and operates from a pre-fabricated building located in the grounds of Unsworth Primary School. The nursery has access to a large play room and a small room that is used as an office/staff room and a cloakroom. There is an enclosed outdoor area. A maximum of 20 children may attend at any one time. The nursery is open each week day from 8am to 5.30pm for 51 weeks of the year. The nursery serves the local community and has close links with the school. There are currently 34 children aged from two to under five years on roll. Of these, 23 children receive funding for early education. Children attend for a variety of sessions and come from both the local area and a wider catchment area. The nursery currently supports a number of children with special educational needs and/or disabilities, and also supports children who speak English as an additional language. The nursery employs five members of staff, of whom all hold appropriate early years qualifications and the manager holds a foundation degree. The setting receives support from the local authority and from Unsworth Primary School.

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

Overall the quality of the provision is good.

Children thrive in this inclusive and stimulating setting because staff have a good understanding of the Early Years Foundation Stage framework. They provide activities that are fun and capture children's imagination, which fosters their learning and promotes their development. Children's welfare needs are effectively met as positive partnerships have been established with parents and other providers of the foundation stage curriculum. A committed staff team work well together and demonstrate a positive commitment to continuous improvement.

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

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

- include the outdoor area in the planning of activities and provide more opportunities for children to develop skills in climbing
- continue to develop resources which reflect diversity
- ensure children's confidentiality is maintained at all times.

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

Staff demonstrate a good understanding of the indicators of abuse. They are aware of the local Safeguarding Children Board guidance and a detailed safeguarding policy is in place, which ensures staff are able to respond appropriately if any child-protection concerns should arise. All the required documentation relating to the welfare and care of the children is in order and

available for inspection. A comprehensive risk assessment has been conducted for the premises. Furthermore staff ensure children play in a safe environment, as they carry out detailed visual checks of both the indoor and outdoor play environments on a daily basis. Robust recruitment and selection procedures, together with good deployment of staff, further enhance children's safety. Children are beginning to manage some aspects of their own safety as they participate in regular emergency evacuation practices; this ensures that they know and understand what to do in the event of a fire.

Children benefit as staff develop positive and trusting relationship with their parents. Information is shared daily by effective verbal communication, which promotes continuity of care for the children. Good information is gathered prior to children's admission to the setting. This assists staff in recognising the uniqueness of each child. As a result, new children settle well with the support of their key worker. Parents are able to access the detailed policies and procedures which give them an understanding of how the service works in practice. Planning for activities is clearly displayed and parents are actively encouraged to contribute to their children's assessment records. They are well-informed about current events through notice boards and newsletters. Parents are very happy with the care their children receive. Partnerships with the school and with external agencies are positive.

The group demonstrates a positive capacity for continuous improvement. As a result, the recommendations made at the last inspection have been effectively met, and children's health, safety, learning and development have been enhanced. Staff are using the self-evaluation procedures to monitor all aspects of the provision. They have consulted with parents and they recognise their strengths. Targets in place for further improvements have been identified. For example, information and communication technology has been highlighted as an area for further development. Equality and diversity is positively reflected as stereotypical views are actively challenged, and the equal opportunities policy is clearly understood and reflected well in practice. However, resources which have positive images of our diverse society are limited, which impacts on children's understanding and tolerance of differences.

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

Children make good progress as staff make sensitive observations of what the children know and can do. They add the information they gather to each child's individual 'learning journey' folder. This information is effectively used to inform the planning of activities to promote children's overall learning and development. Children enjoy their time in the nursery; emerging skills in mark making are promoted as they make patterns in dried oats. They refine their pencil control as they draw on the chalk boards in the garden and 'write' shopping list, clearly writing with a purpose. Older children confidently write their own names on their pictures and creative work. Children develop problem-solving, reasoning and numeracy skills as they build wonderful models with bricks and other construction materials. They use mathematical language to describe how tall their models are

and laugh and giggle as they knock them down. They learn about weight and capacity as they play in the sand and have tremendous fun as they pour water into sloping pipes and watch it cascade into the next pipe. Children develop their creativity as they play imaginatively with small world resources and produce wonderful pictures covered in glitter. Communication and language skills are fostered well as staff engage children in conversations; they ask open-ended questions which help children to think and listen intently to what they have to say. This reinforces and promotes their self-esteem and confidence. They are competent in using simple technology and really enjoy exploring games on the computer. Consequently they are beginning to acquire skills for the future.

Children develop an interest in the natural world, they learn about life cycles as they plant the seeds, water and take care of the plants in the garden, and watch tadpoles turn into frogs. They begin to understand about the world in which they live as they participate in activities about their environment and local community. For example, they have made a wonderful display of the 'High Street', painting pictures of shops which are familiar to them.

Children share warm relationships with the staff, who provide reassurance and comfort, particularly to those who are new. The premises are welcoming, with displays of posters and children's work. Children are beginning to understand the importance of good hygiene routines. Healthy eating is well promoted as nutritious snacks and meals are provided. Children gain great enjoyment from the outdoor play area where they are able to scramble on the logs and boulders and dig in the sand. They ride in wheeled toys and explore their surroundings, running up and down the 'hills', developing physical skills while having fun. However, staff do not plan for the outdoor environment and children have few opportunities to climb on equipment which inhibits children's large muscle skills. The setting works with parents to ensure that all dietary requirements are successfully met. Good manners are promoted and staff act as positive role models with a consistent approach to managing behaviour in a positive manner. As a result, children behave well. They respond positively to requests from the staff, take turns and share resources.

## 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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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