



Ladyewell Nursery

Inspection report for early years provision

Unique Reference Number	EY300756
Inspection date	05 January 2006
Inspector	Janet, Elizabeth Singleton
Setting Address	Fernyhalgh Lane, Fulwood, Preston, PR2 5ST
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Registered person	Coach House (Blackburn) Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Ladyewell nursery is one of two nurseries run by Coach House (Blackburn) Ltd. It was registered in February 2004 and operates from an old school building, with two designated playrooms. It is situated in a rural area, near to the North Preston Employment Area. A maximum of 50 children may attend at any one time. The nursery is open from 08.00 until 18.00 each weekday and is open all year round. All children share access to an enclosed outdoor play area.

There are currently 33 children aged between 2 and 5 years on roll, of these 23 children receive funding for nursery education. The nursery currently supports children with special educational needs.

The nursery employs 8 staff who are qualified in early years. The registered person is a qualified teacher and holds a National Professional Qualification for headship. The Headteacher and Nursery Manager are supernumerary and additional staff are employed to support children who have special needs and to provide cleaning and cooking services. The setting receives support from the Early Years Partnership teacher team.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children's health is successfully promoted as staff follow extremely good hygiene practices to prevent cross infection and contamination. The children benefit because the staff have a highly effective nappy changing routine, they talk to children about wiping tables and children learn about germs as they wash their hands and take care of their personal needs. Children's medical needs are effectively met as staff are qualified in first aid and all documentation is meticulous in detail and includes further monitoring sheets to record temperatures and dedicated medication sheets for children who have inhalers.

Children are extremely well nourished as they have a variety of good quality meals which are very healthy and include fish, pasta and fresh vegetables. The cook ensures children have freshly prepared meals, these being cooked on the premises and made from fresh produce. The children were seen to be enjoying a freshly made chilli and rice at the time of the inspection. Children's dietary needs are exceedingly well met as they have very healthy options for their snack, including toast and fresh fruit, cheese and carrots sticks. The children readily access water and enjoy a drink of milk at snack time. They are encouraged to try other types of food through celebrations of different festival for example, Chinese New Year, and through effectively planned topics to discuss healthy eating.

Children develop and test their physical skills as they take part in a range of stimulating activities both in and out of the setting. They thoroughly enjoy riding bikes, pushing prams, kicking and catching balls as they delight in playing outside. They learn to control their small movements and improve their hand-eye co-ordination as they fill jugs in the water play, join materials together and use pencils, pens and crayons. They enjoy talking about changes that occur to their bodies as they play outside, they discuss being cold, rubbing hands together to warm them up and the wearing of suitable clothing.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children learn to keep themselves safe because the staff have effective safety procedures in place which minimise the risk of accidental injury to children. All required safety features are available and the security of the premises is good, with the door being locked and entrance being via a staff member.

The setting is well maintained, being currently enhanced and developed as the new owner has improved the layout for children by including the areas of continuous provision to enable children to make choices, play freely and without restriction. However, the radiator in the role play area is accessible to younger children and may become hot therefore children's safety may be at risk.

Children play safely because the staff minimise risk by checking toys and equipment. The children make decisions about appropriate, quality play equipment which is safe and suitable for them. Storage of toys and equipment enables children to make decisions and to enhance their play by choosing resources from the enhancement trolleys including a superb workshop trolley, sand, water, computer, construction, malleable, maths and writing areas. These areas are very welcoming to children to encourage them to try their skills in an enjoyable and inviting setting.

Children are protected because staff understand their role in child protection and understand the signs and symptoms of child abuse. The key staff have a good understanding of the child protection procedure and are clear of the action to take should a child protection issue arise.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time in the nursery as they make decisions and choices about their play, moving freely through the setting to take part in the well planned curriculum and the continuous provision of sand, painting and role play. Children take part in an interesting and wide range of activities that help them to make good progress in all areas of development. The younger children enjoy a planned programme which is clearly linked to the Birth To Three Matters curriculum. They delight in playing with the cars and garage creating their own story and making shapes as they push, poke and roll the play dough, immersing themselves in their play. They are provided with good play opportunities which are appropriate for their age and stage of development.

Younger children are encouraged as they play because staff are sensitive to their individual needs, sitting with them and engaging in conversation which promotes their thinking, for example, 'What are you doing?'. Staff follow children's lead and direction as children decide where the cars are going and which people sit in which cars. The setting makes good use of the Birth To Three Matters framework as staff follow children's choices and build on what younger children are doing.

Nursery Education.

The quality of teaching and learning is good. Staff plan a range of good quality activities for children which includes all ten areas of continuous provision. They find

out about children's starting points as they complete an 'All about Me' book and use the record of achievement, to record children progress, as children move through the setting. Children are encouraged to make decisions about their play and make choices as they delight in moving freely to seek out treasures in the sand and to make tea in the role play area. They also provide very good support for children with special educational needs to ensure full participation in all activities. The children's individual learning needs are assessed regularly by their key worker and recorded to show their progress through the early learning goals. Evaluation of all activities takes place and is used to inform future planning to further meet the individual needs of the children. Staff mostly support children in encouraging their thinking by asking open questions, however, this approach is not consistently applied and as a result children's learning opportunities are not maximised at all times.

Children are motivated and eager to learn as they seek out activities with delight and enthusiasm. They are very independent as they pour their own drinks at snack time and manage their own personal needs in the bathroom. They play well together as they talk about sharing and waiting their turn for the bikes and for the tools in the sand play. Children use their developing language skills as they ask good questions and engage in meaningful conversation with both staff and other children. They enjoy linking sounds to letters as they take part in the 'I spy' game as they identify words beginning with 'w', for example, 'w for winter'. They delight in choosing books and they readily access the book corner. They access the well resourced mark making area to make representational marks using a variety of writing tools.

Most children count confidently to 12 as they count children in a line. They count toys and bricks as they play and understand numbers have meaning as they hold up three fingers to demonstrate three items. Children develop their investigation skills as they can access the workshop area. They investigate the properties of the wind as they hold scarves to the wind and watch how the scarf blows. They delight in learning about changes and early science as they mix ingredients watching how the mixture changes as they add water to make the sparkly play dough. They develop their information, communication and technology skills as they enjoy playing on the computer, changing programmes and using the mouse skilfully to negotiate the screen. Children enjoy exploring the malleable materials as they feel the sand between their fingers and experience the different media provided. They enjoy naming colours as they talk about red rubies and blue treasures. They enjoy using their imagination in the role play as they make tea, decide who is acting out which role from home, they become engrossed in making their train track to take their trains to Manchester. Children are enthusiastic singers during circle time, choosing which song they would like to sing. Overall children make good progress towards the early learning goals

Helping children make a positive contribution

The provision is good.

Children are valued and welcomed into the setting because staff value and respect each family who attends. Children are able to engage fully in all purposeful activities because staff ensure all have an equal opportunity, through the areas of continuous

provision. Children who have special needs are extremely well supported by the caring staff who make sure they can participate in all significant activities and are fully included in the setting.

Children learn to manage their behaviour, which is good, because staff use positive strategies and act as good role models encouraging children by the effective use of praise. They discuss the behaviour with the child and support children by being enthusiastic when children succeed, for example, 'well done', 'wow! that's excellent' and 'that's superb', which enables children to develop their self-esteem and feelings of self-worth. Staff set consistent high standards, boundaries and guidelines which enable children to take responsibility for their own behaviour taking into account the age and stage of development of the child. Staff talk very calmly and reinforce rules as they give gentle reminders, for example, 'don't run you may fall' and 'shall we tidy up the toys'.

Partnership with parents is good, this being effective and contributing significantly to the well being of the children. They share good quality information, warmly welcome parents into the nursery and encourage parents to participate in the nursery by completing evaluation questionnaires. Parents can view their child's folders, are informed of their child's key worker and are welcome to discuss any issues regarding their child at any time. There are notice boards, a newsletter and a daily communication book for parents that informs them of the topics and activities provided for their child. The parents are invited to take part in the book sharing scheme to provide a link between home and nursery.

The children learn about the community and other cultures as they engage in very good activities which promote their understanding. They enjoy playing together and learn to share as they wait their turn to play in the sand. They learn about the world as they take part in and enjoy celebrating festivals from their own and other cultures. This very positive approach fosters children's spiritual, moral, social and cultural development.

Organisation

The organisation is good.

The children move freely through a well organised setting which maximises play opportunities. Policies and procedures are used effectively to promote the welfare, care and education of the children and work well in practice. All the required documentation which contributes to children's health, safety and well being is in place and maintained to a high standard. There is a very effective appointment and induction procedure to ensure quality staff are employed and retained to the benefit of the children.

The leadership and management is strong, with staff being led by a committed management team who are very forward thinking and actively plan for change. The staff work well together as a team and support each other in their roles. Training is fully promoted for all staff to increase their knowledge and skills to improve their practice and therefore the care of the children.

The setting promotes the education and outcomes for children very well with a team of conscientious staff who continuously monitor their performance by evaluating activities provided and monitoring children's progress. The staff monitor their own performance through the appraisals system, self evaluation form and through the regular staff meetings in order to improve the care and education provided for children.

Overall, the setting meets the needs of the children who attend.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure the safety of the children in regard to the radiator in the role play area within the small playroom.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure staff interaction is consistent to encourage children's thinking.

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