



Meadow Hill Education and Arts Nursery

Inspection report for early years provision

Unique Reference Number	316022
Inspection date	22 February 2006
Inspector	Christine Fraser Turner
Setting Address	707 Chorley New Road, Lostock, Bolton, BL6 4AQ
Telephone number	01204 492 497
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Registered person	Meadow Hill Education and Arts Nursery
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 outstanding.

WHAT SORT OF SETTING IS IT?

Meadow Hill Education and Arts Nursery, owned by Sonia Biggs, opened in 1990. The nursery is situated in the Lostock area of Bolton. It operates from four play rooms situated on the ground floor; these include the baby room, first steps room, and the lower pre-school and pre-school rooms. In addition, there is a library/quiet area. The toddler room is situated on the first floor. A maximum of 53 children may attend the nursery at any one time. The nursery is open each week day from 07.45 to 18.00 for

50 weeks of the year, closing for Christmas and Bank Holidays only. All children share access to a secure enclosed play area.

There are currently 79 children aged from 0 to under 5 years on roll. Of these 21 children receive funding for nursery education. Children come from the local community and a wider geographical area.

None of the children attending has special needs or speaks English as an additional language.

The nursery has a chinchilla as a pet. There is also a dog on the premises as a family pet. The dog has minimal contact with the children.

The nursery employs 14 staff plus a cook and a gardener. A qualified teacher has overall responsibility for the educational provision in the lower pre-school and the pre-school room. Thirteen of the remaining staff, including the manager, hold appropriate early years qualifications. One member of staff is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because staff follow current hygiene guidelines, policies and procedures. Effective procedures ensure that children do not attend when unwell. Children learn about good hygiene routines from an early age. Older children understand the importance of hand washing in keeping healthy, for example, 'to get rid of germs'. Children's first aid needs are met well because staff with appropriate first aid qualifications. However, there is no prior written consent to apply cream to children following an accident but consent is obtained verbally by telephone from parents. Children sleep and rest according to their individual needs following daily discussion with parents.

Children are well nourished and individual dietary needs are implemented well, through effective information gathering from parents that is shared with staff. Children benefit from receiving regular drinks throughout the day. Older children are sometimes involved in discussion with the cook to contribute their ideas to menu.

Children take part in an excellent programme of physical activities. This includes free play time and time for planned skills, for example, balancing and using small equipment. First hand experiences are offered to children, for example, they are able to visit a cricket ground to try cricket in addition to swimming and dancing. Children are able to take part in a very wide range of experiences in the large garden using climbing frames suitable for varying levels of ability to ensure children are challenged.

Children learn about healthy living as they discuss healthy foods and foods that are less healthy, for example, using the book Alfie's Party to prompt discussion. They learn about the effects of exercise on the body, for example, they know to remove

their cardigan to stop themselves becoming too hot.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, clean, secure, safe indoor and outdoor environment. The good organisation of well maintained, suitable toys and equipment means children can move around freely and safely. They are able to independently access resources within the rooms.

Mainly effective risk assessments are in place. However, at the time of inspection one child was asleep in a pram without a harness. Children learn to keep themselves safe as they avoid accidental injury, for example, they cross their legs to avoid tripping other children. They learn about road safety as they enjoy outings to the library, museum and art gallery. Children benefit from detailed risk assessments of outings to keep them safe.

Children are well protected because staff have a good understanding of their role in child protection.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled in nursery. They are confident to make their own choices for play, for example, as they choose to paint or enjoy role play. They build positive relationships with staff and each other, for example, they enjoy role play in the supermarket and share their shopping list with staff. They learn to acquire new skills, for example, as they learn to put on their own coat. Children are learning to find a voice as they take part in daily opportunities for singing. A well planned range of activities, that enables children to progress according to their stage of development, is on offer to children for the main part of the day. However, this programme does not extend to activities in the lower pre-school as children wake just after lunch when children have limited access to toys.

The quality of teaching and learning is outstanding. Staff have an excellent understanding of the early learning goals and the stepping stones. This enables children's learning to be fully integrated across the curriculum. Children learn through worthwhile experiences, for example, they are encouraged to make decisions by voting for the puppet they want in the story. This is extended by children estimating which puppet had the most votes. They confidently offer ideas to the outcome of the story. Children's learning is significantly enhanced as staff build on information using what children already know and can do, for example, using previous development records and speaking with parents. Staff's excellent knowledge of the children and how individual children learn enables their needs to be met extremely well. Children enjoy a rich, varied and imaginative programme for music and dance. For example, they enjoy dance through an excellent in house programme of dance, experience

visits from a music teacher and take part in live theatre productions.

Helping children make a positive contribution

The provision is good.

Children are cared for by staff who work closely with parents to meet individual children's needs and ensure they are fully included in the life of the setting. They receive good quality, individual care through effective settling in procedures and staff's good daily interaction with parents and carers. Children behave well and are learning to show care and concern for others. Children learn to take turns, for example, as they play board games. Positive strategies are in place to ensure children develop a sense of fairness. They are able to make their own choices and decisions as they choose from the wide range of ongoing play. They develop self confidence and self esteem as they take on responsibilities, for example, as they set the table for lunch or contribute their ideas to outcomes for stories. Children become increasingly aware of the wider community as they take part in visits, for example, to the library, museum and art gallery. They learn about other people's cultures as well as their own, for example, as they celebrate festivals.

The partnership with parents and carers is outstanding.

Children benefit from staff and parents working very closely throughout all age groups to ensure good quality care. Clear plans displayed in the rooms ensure parents are very well informed about daily activities. Children in the pre-school areas are very well supported through parents being given excellent suggestions on what to do with their child at home. These enable parents to support their child's education successfully through a wealth of information provided. Parents are very well informed about the Foundation Stage, for example, being invited to a meeting on the Foundation Stage. Children's records are shared with parents at planned meetings to discuss their child's development.

Parents speak very highly of the service offered to their children and feel staff are very approachable and always available to discuss their child's care.

Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

Good recruitment and vetting procedures ensure that children are cared for by suitable staff. The effective organisation of space and resources contributes to the nursery meeting individual children's needs effectively. However, children do not always receive care from their key worker, for example, feeding and changing. Policies and procedures mainly work in practice to promote children's health, safety, enjoyment and achievement and ability to make a positive contribution.

The quality of leadership and management of the nursery education is outstanding.

There are excellent systems in place to ensure all staff within the setting are clear of their roles and responsibilities. Staff have a clear vision of the nursery education. Children's progress is monitored by the very good quality assurance systems that are in place. All children's development records are checked to ensure they are maintained to the same high standard. Staff training has a very high priority and children benefit from staff introducing new ideas as a result of training, for example, story sacks.

Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the setting was asked; to review the action to be taken in the event of an allegation against staff and ensure accurate records for attendance and consent to seek emergency medical advice or treatment. They were also asked to consider, continued development of planning systems for younger 3 year old children and review the organisation of resources and activities for younger 3 year old children to enable more choice and independence.

Appropriate steps have been taken to ensure all staff are clear on the action to be taken in case of an allegation against a member of staff ensure children will be kept safe and children can receive appropriate emergency care.

Planning systems and organisation of storage has been improved so the needs of children aged 3 are fully met.

Complaints since the last inspection

One complaint was raised against National Standard 2 staff ratios, National Standard 4 space, National Standard 7 animals.

Ofsted investigated 10 May 2005. One action was raised under National Standard 7, to confirm in writing how any animals on the premises are safe to be in the close proximity of children.

This was satisfactorily addressed and the provider remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints recorded 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):

- increase the activities on offer to children in the lower pre-school during the time of children waking and resuming a full programme of nursery activities
- ensure written consent is obtained from parents prior to applying any cream for first aid
- continue to develop the role of key workers for children under 3 years using Birth to three matters.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk