



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 315995

DfES Number: 592250

INSPECTION DETAILS

Inspection Date	17/05/2004
Inspector Name	Christine Fraser Turner

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Bolton School Nursery
Setting Address	Dobson Road Heaton Bolton Lancashire BL1 4RL

REGISTERED PROVIDER DETAILS

Name	Bolton School (Board of Governors) 526618
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ORGANISATION DETAILS

Name	Bolton School (Board of Governors)
Address	Bolton School Nursery Dobson Road Bolton Lancashire BL1 4RL

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Bolton School Day Nursery opened in 1998. It operates from it's own purpose built location adjacent to the main Bolton School. The building's interior has four main room areas where the children are grouped according to age. The nursery is located just off the Chorley New Road which links Bolton and Horwich. Bolton School Nursery serves parents throughout the Greater Manchester area.

There are currently 114 children from 2 months to 5 years on roll. This includes 32 funded three year olds and 17 funded 4 years olds. Children attend a variety of sessions. The setting currently supports one child who has special needs.

The nursery opens 5 days a week, 51 weeks a year from 07:30 until 18:00 hours. Twenty eight staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3, whilst 2 staff are currently working towards a recognised early years qualification.

The setting receives support from the Early Years Development and Childcare Partnership.(EYDCP).

How good is the Day Care?

Bolton School Nursery provides a good standard of care for children.

The Nursery benefits from good management, and is well organised to meet the needs of individual children. The staff are effectively deployed and the continuity of care is good. The staff team work well together with clearly defined roles and areas of responsibility. The nursery is committed to evaluating and further developing it's services. This is evident with the recent `Quality Counts` award in January of 2004. Staff attention to written records is generally good, with the policies and procedures reviewed and updated periodically.

The staff team has a clear understanding of health and safety. They follow established systems and procedures to minimise potential hazards to the children

whilst in the nursery and whilst out on routine outings. There is a good level of understanding of the procedures to be followed in the event of any child protection matters to ensure that the appropriate guidelines are followed.

The policy of equality of opportunity has been developed well within the nursery, with due regard made to the individual needs of the children in accordance with the wishes of parents. Staff in the baby unit ensure babies can interact with consistent adults at frequent intervals. All children are given very good opportunities to participate in a wide range of activities. The staff team are resourceful and can adapt resources to provide new and stimulating experiences for the children, they also support children with additional needs.

Partnerships with parents are strong, with parents contributing to a Parents Liaison Group which meets on a monthly basis. Parents are kept well informed about their child, as well as about the operation of the nursery.

What has improved since the last inspection?

At the last inspection the nursery agreed to provide Ofsted with written proof that all staff have been vetted and approved suitable to work with children under five. This has been reviewed and a policy that ensures all staff hold current CRB disclosures has been implemented.

The nursery was required to confirm in writing that glass panes in the upper playroom would remain safe should a child /adult fall against them. The nursery has produced in writing to Ofsted a guarantee that the glass has the required 'kite mark' to signify that it is toughened glass.

The nursery was required to ensure that there was a safe /suitable heat output to the radiator on the first floor landing, or to make this inaccessible to children. This has been achieved by the installation of a safety switch.

By ensuring that these actions have been complied with, the nursery has further enhanced health and safety practices for the benefit of the children, staff and parents.

What is being done well?

- Staff have good opportunities to develop professionally through internal systems such as appraisal, induction, team meetings, they are also able to attend a broad range of external courses.
- The deployment and long service of many of the staff provides a good level of continuity, staff are knowledgeable about the children in their care and have formed good relationships with both the children and their parents.
- Staff have a good knowledge of each child's stage of development and plan effectively to encourage all children from birth to five to make progress.
- Parents and staff have formed good relationships as well as effective systems of communication to the benefit of each child's continuity of care.

What needs to be improved?
<ul style="list-style-type: none">• programmes for children's outdoor play experiences.

Outcome of the inspection
Good

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
3	Continue to further develop planning in relation to the nursery's programme for children's outdoor play.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Bolton School Nursery provides high quality nursery education which enables children to make very good progress towards the early learning goals in all six areas of learning.

Teaching is very good. Staff have a clear understanding of their role and work well as a team covering all areas of learning. They use appropriate questions to extend children's learning. Staff have a clear understanding of the early learning goals and use the stepping stones to monitor children's progress. Staff have created a good learning environment that enables children to access toys and equipment easily. Planning is very good, staff build on children's interest and relate it to other areas of learning. They evaluate planning on a regular basis for success. They use a wide variety of assessment methods to observe and monitor children's progress.

Leadership and management of the setting are very good. Regular appraisals of staff are used to develop the staff team. Training is given a high priority, looking at the needs of the setting and identified needs for the individual. An effective mentoring scheme is in place for new staff and for staff that change their role within the nursery. The management team constantly look at ways of improving the setting and have identified an area they wish to develop. The manager monitors children's learning through a variety of methods to ensure children are making progress. Parental questionnaires, staff training and staff meetings are part of the ongoing process. Staff change their practice as areas for improvement are identified

Partnership with parents and carers of funded children is very good. They receive good quality information about the educational provision. Parents are well informed about their child's development through regular written reports and information on the notice board. They are encouraged to contribute to their child's development plan and feel able to continue the child's learning at home.

What is being done well?

- The partnership between the staff and parents ensures a two way flow of information that contributes to the ongoing development and learning of each child.
- Children are confident to choose resources from a well planned environment which encourages children to become independent.
- Strong leadership ensures continual development of the staff team.
- Staff are clear of their roles and responsibilities. They work well as a team ensuring all areas of learning are covered.

What needs to be improved?
<ul style="list-style-type: none">● the involvement of adults in the role play areas.

What has improved since the last inspection?
<p>Very good progress has been made since the last inspection. The staff have introduced a number of effective measures that have improved teaching and planning for funded children.</p> <p>Through continuing professional development, staff are confident and plan well for first hand experiences for children, which take place regularly throughout the year, including naturally occurring opportunities e.g. snow.</p> <p>Staff plan regular opportunities for children to take part in relevant language and mathematical games where they use their knowledge. Relevant stepping stones are displayed in areas of learning and key words are readily displayed to enhance children's learning. Staff recognise links for language and maths in other areas of learning.</p> <p>Improved planning, including time where children listen carefully, works well. Children listen carefully and sit quietly when appropriate e.g. story time.</p>

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident to select a self-chosen activity. Staff and children relate well to each other and children play together co-operatively in groups. Children are independent when managing their own personal needs. They learn to behave well and give consideration to others. Children concentrate well and can sit quietly when appropriate. Children are encouraged to share their achievements with other children in the group.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Speaking and listening skills are given a high priority. Staff provide a wide range of materials to promote writing skills. Children are encouraged to recognise and write their own name. Children show enjoyment when joining in with rhyming stories. Children enjoy books and use the well resourced book area both independently and with staff during the session.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently and learn to recognise numbers through practical activities. They are beginning to do early calculations. Children learn about two-dimensional and three-dimensional shapes. Children learn positional language as they play with the parachute game. Children use their initiative well as they create their own pattern, using outside equipment, with staff support.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Staff provide resources that help children to make their own discoveries. Children observe change and learn about living things by caring for plants in the nursery garden. They observe caterpillars and tadpoles. Children have valuable experiences using their local environment by visiting shops and going on walks, linked into planned themes. Children learn about other cultures as well as their own. They learn about technology as they use the digital camera and computer.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move with increasing control and co-ordination when using large equipment. They show good awareness of space as they play with the remote control cars and play on the large caterpillar. They learn to travel in a wide variety of directions as they play outdoors. Children understand the importance of good hygiene and understand the importance of sun care and its effect on the body. They handle a wide variety of tools with increasing control.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children respond well to first hand experiences, using their senses to enjoy the planned sensory walk. They enjoy exploring colour and texture through many worthwhile experiences including free art. Children use their imagination well when making three-dimensional models and through role play. Children join in enthusiastically with new songs. They experiment with sounds using instruments which are readily available, including instruments they have made themselves.	

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report on but consideration should be given to improving the following:
- develop the involvement of adults in the role-play area as identified by the provider as part of the ongoing review process.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.