

Crosby Nursery

Inspection report for early years provision

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Inspector

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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*.

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

Crosby Day Nursery opened in 2005 and was re-registered in 2010, following a change from private ownership to ownership by a limited company: Sedgwick Nurseries Limited. This company owns another nursery in the area. It operates from premises in the centre of the village of Low Crosby, about four miles from the centre of Carlisle, Cumbria. There are three adjoining playrooms downstairs with direct access to outdoor play areas for older babies and two year old children and a separate playroom for small babies on the ground floor. Pre-school children and school aged children meet in the playroom upstairs. There are six enclosed, connecting outdoor play spaces available for children with one area having a rubberised surface for babies to use.

The nursery is registered on the Early Years Register for 56 children. It is also registered on both parts of the Childcare Register. There is an out of school service and holiday club available for children of school age. There are 126 children in the early years age group currently on roll. The setting supports children who have special educational needs and/or disabilities. The nursery link with other professional agencies and early years settings.

The nursery is open on weekdays from 8.00a.m. to 6.00p.m. It is closed on bank holidays and for a week over the Christmas period.

There are 20 members of staff who work with the children, of whom 19 hold appropriate early years qualifications. One staff member is working towards relevant qualifications. The manager holds Early Years Professional Status and a Level Six National Vocational Qualification in Childcare and Education. The nursery is a member of the National Day Nursery Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are exceptionally cared for, enjoy their learning and make outstanding progress in this vibrant, dynamic nursery where their unique qualities are highly valued and thoroughly understood by very professional and caring staff. There are extremely good systems in place to ensure that partnership with parents, other providers of the Early Years Foundation Stage and other agencies are exemplary. The owner and manager form a very effective team, making challenging plans for improvement through robust self-evaluation and are very motivating and supportive to their staff team.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- reviewing assessment procedures to inform the planning of activities for children.

The effectiveness of leadership and management of the early years provision

Children's safety and protection is given great priority and staff receive regular training. They have an excellent understanding of their role in protecting children from harm. An excellent range of detailed, comprehensive policies, procedures and documentation are in place to ensure children are kept safe and staff are fully aware of children's needs and parents wishes. Robust recruitment and vetting procedures are in place, including a thorough, clear code of conduct for all staff. Children's safety and security is given high importance by the owner and staff who ensure that very robust health and safety systems are in place to protect children's wellbeing.

Self-evaluation is a continuous process and fully uses information, suggestions and advice from all parties. Those in charge have high aspirations for improving quality that are innovative and inspiring through ongoing improvement, clear planning and self-evaluation. The management group are highly effective in encouraging staff to perform well and increase their knowledge and skills for the benefit of the children.

Resources available are made excellent use of, for the benefit of the children. For example, children are very involved in community festivals, such as, the scarecrow day when children help to make their own scarecrow for the village celebration. Children also have made very interesting links with children in Africa through a community friendship link. They are very pleased to see their old clothes worn by children in Africa and so learn to help others, as well as learn about peoples from different countries in a very personal, meaningful way. Training for staff is used very effectively and staff are encouraged to aim high. Local authority advice and information is used to the best advantage and valued.

Staff value and work very effectively with children with special educational needs and/or disabilities and use partnership with parents and involved professionals very well to enhance children's learning and integration. Some children use Makaton to communicate and staff have attended training in this to promote children's learning and inclusion. They have also considered how other nursery children can communicate with these children and have introduced some basic Makaton signs to all of the children to ensure these children are fully integrated.

The staff are highly committed to working in partnership with others who deliver the Early Years Foundation Stage to develop a coherent learning environment for children. Questionnaires from parents show a very high level of satisfaction with the nursery and outcomes for their children. They are currently holding childcare information evenings about children's health and diet for parents benefit. They hold open days regularly for parents and are effective in giving good information about the Early Years Foundation Stage to parents as well as updates about the nursery in newsletters and notice board information. They have established ways to communicate very effectively about children through diaries and give parents

ideas as to how to extend children's learning at home. All parents have received a booklet about nursery rhymes for use at home and are currently doing a project to help children with their communication and literacy through song and rhyme.

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

Children are very relaxed, confident and well-settled and really take an interest in their very enabling, stimulating play environment. They have very good access to a good range of play opportunities and good quality play equipment both inside and out of doors. The exceptional outdoor areas allow different learning and fun opportunities and have views of neighbouring maize fields and the hills beyond as well as the village school and church over the road, making this a very interesting resource for learning. The nursery provides children with outdoor clothing to allow for play outdoors throughout the year. Activities for the babies are wide ranging, including lots of messy play and opportunities to explore materials, such as, water and sand and treasure baskets. This helps children become active, inquisitive learners who also are building communication skills and developing good self esteem. Children feel very safe and form excellent, warm relationships with their carers.

Children make very good progress as the staff have a good understanding of the Early Years Foundation Stage and work as a team to keep updated and evaluate their own practice as well as nursery procedures. They make regular observations of children and use this information, along with information from home, to assess children's development and learning and plan for their next steps in learning. Children's next steps in learning are identified and worked on well by staff, but sometimes this is not always clearly reflected in documentation.

Children learn the importance of self-care routines as they wash hands after using the toilet, help themselves to tissues in the play areas and brush their teeth after meals. They make their own soup from produce in the garden as part of their healthy living project. They learn about keeping themselves safe as there is a small roadway in the playground where they learn about road signs and pedestrian crossings and enjoy riding their bikes. Healthy eating promotes children's health very well. Children benefit from attractive, tasty home cooked snacks and meals that are prepared on site by a cook who has a lot of interest and experience in catering for children. The children co-operate and behave very well. Staff provide good examples of kindness and consideration for the children to follow. Praise is used very effectively to promote a positive environment.

Children actively participate in stories and listen enthusiastically. They love watching the staff use a lamb puppet to promote enjoyment and attention at song time where children begin to develop their language skills and enjoy being together as a group. Children learn about number and measure as they explore mathematics play equipment and weigh out different coloured discs and count them. The nursery invites various specialists to provide interesting activities and specialist knowledge and equipment for children's learning. For example, a specialist company have visited to talk to children about animals, small creatures

and bugs. Children make chutney from apples off the nursery's own apple tree and sell this at their open day to raise funds for their African charity. Children, therefore, learn about using resources well.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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