

Newtown Nursery School

Inspection report for early years provision

Unique reference number EY258620
Inspection date 24/11/2010
Inspector Janice Linsdell

Setting address West Street, Colne, Lancashire, BB8 0HW

Telephone number 01282 864411
Email head@newtown.lancsngfl.ac.uk
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Newtown Nursery School was registered in 2004. It is run by a voluntary management committee and operates from designated areas in Newtown Nursery School in Colne, Lancashire. Children are cared for in two rooms and children over three years are integrated within the centre. All children share access to secure outdoor play areas. The centre serves children from the local community and is open each weekday from 7.45am to 5.45pm, for 51 weeks of the year. The centre is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 39 children aged from birth to under five years may attend at any one time, of whom nine may be under two years. There are currently 78 children on roll, who are all in the early years age group, some of whom attend part-time. The centre supports children with special educational needs and/or disabilities and also supports children with English as an additional language. The centre employs 11 members of staff including the manager, ten of whom hold appropriate early years qualifications. The centre has close links with the local children's centre and receives support from an early years teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff promote an inclusive environment by recognising the uniqueness of all children. They meet children's individual needs very well. Successful partnerships with parents, carers and professionals ensure that children's welfare and learning needs are fully addressed. Documentation to promote children's safety is available and generally well maintained. Effective systems are in place for evaluating the quality of the provision and there is a strong commitment to continuous improvement. All recommendations from the last inspection have been addressed and other improvements have been made to enhance children's experiences.

What steps need to be taken to improve provision further?

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

- improve the risk assessment so that it covers anything with which a child may come into contact, such as outdoor surfaces and the toaster.

The effectiveness of leadership and management of the early years provision

Robust vetting procedures ensure all staff are suitable to work with children. Most staff have attended safeguarding training and clearly understand child protection procedures. Overall, documents to promote children's safety and well-being are very well organised and accurately maintained. There are minor inconsistencies in recording risk assessments and some potential hazards are not always fully

assessed, such as outdoor surfaces and access to the toaster. Nevertheless, staff prioritise children's safety and close supervision. Daily safety checks of the premises are thorough and ensure children are safe.

Staff are well qualified and committed to ongoing professional development. A number of staff are undertaking further training to enhance their knowledge and skills. Staff are deployed effectively to support children and the key person system works very well, supporting close relationships. Staff know the children very well and so meet their individual needs effectively. They ensure children make good progress in their learning and development. There are good quality resources throughout the well-organised environment. These ensure stimulating activities, which promote all aspects of children's learning. Outdoor play areas provide a variety of different challenges for children.

Leaders and managers are ambitious and drive improvement continually. Staff work closely with other professionals, such as the teacher from the local children's centre, to evaluate provision and identify areas for improvement. Quality audits inform detailed development plans. Staff are positive role models. They promote equality and diversity and encourage the children to value and respect others. Clear policies and procedures support the learning of children with special educational needs and/or disabilities. Staff engage very well with parents and carers and regularly share information about children's learning and development. Parent evenings, daily communication books and comprehensive learning journey records provide parents with clear information of children's achievements.

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

Children are cared for in a welcoming and secure environment. A wide variety of children's work is on display, which promotes their self-esteem. The continuous provision of resources allows children to make independent choices and means they are always busy and engaged in play. Systems for planning, observing and assessing children's progress have improved. Play is child-led and focused on children's individual needs and interests. Staff support children well. They use skilful questioning to challenge and extend children's learning. Children's learning journeys are informative and well presented. They demonstrate children's good progress across all areas of learning. There is equally effective support and guidance for children with special educational needs and/or disabilities and for those learning to speak English as an additional language.

Children develop warm relationships with staff and feel secure. They show clear awareness of safety issues. For example, they inform staff they have to blow on their food in case it's hot. Staff help children to develop healthy lifestyles, encouraging them to eat nutritious meals, brush their teeth after lunch and wash their hands at appropriate times. They implement good hygiene practices, such as wearing aprons and gloves when changing nappies and serving food. Children's social skills develop well because they model their responses on those of the staff. Children grow in self-confidence as they receive lots of praise, and staff show their pride in children's achievements. Staff encourage children to develop their

independence from a young age. For example, babies collect their own nappy from the basket. Children's communication skills develop well because staff engage them in interesting conversations. Children freely access books and relish sitting with staff to listen to stories. The book-pack scheme involves parents in reading stories with their children at home.

Children use multicultural resources and take part in celebrations to support their understanding of diversity. They are developing good skills for the future. For example, they learn to count during everyday activities and eagerly join in with number rhymes. Plentiful opportunities to make marks with different materials encourage children's writing skills, and some resources promote their understanding of technology. Sensory areas encourage exploration, and children enjoy developing their imagination as they role play and dress up. Music and singing are popular, and babies enjoy wriggling and clapping along to action songs.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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