

Tower View Nursery with Peelers Out of School Club

Inspection report for early years provision

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EY308002

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08/10/2010

Inspector

Paul Latham

Setting address

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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

Tower View Nursery with Peelers Out of School Club opened in 2005. It operates from purpose built premises in the grounds of Old Hall Primary School in Bury. Children are cared for in three separate rooms. One room is designated to children from two to three years and another is occupied by pre-school children aged three years to under five years. A larger room is used for school aged children who attend on a before and after school basis and during the school holidays. An adjoining room houses computers to support the out of school pupils with their homework and serves as a staffroom during the daytime. Suitable toilet facilities and nappy changing areas are available. The building is equipped with kitchen, laundry, office and storage space. Children share the secure outdoor play space.

The setting is registered to care for 77 children at any one time. There are currently 152 children aged two years to eleven years on roll. Of these, 27 receive funding for nursery education. The setting supports children with disabilities and/or special educational needs and children who speak English as an additional language. The setting provides both full and part time places between the hours of 7.30 am and 6.00 pm, for 51 weeks of the year.

The setting employs staff who work directly with the children, plus a cook. The manager holds a NVQ Level 4 qualification in Early Years Education and Development and Childcare, four other members of staff hold appropriate qualifications at NVQ Level 3, two at NVQ Level 2 and three hold diplomas in Early Years Education and Childcare. In addition, three other members of staff have recognised degrees in early years education. The setting is registered with Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The manager and staff receive support from the local authority early years team and the local children's centre which also provides training opportunities.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Staff are friendly, committed and successful in engaging children in interesting activities. Relationships between staff and children are excellent and as a result children thoroughly enjoy their learning. The safeguarding of children is outstanding and their social and welfare needs are fully met. Staffing expertise and knowledge of children's learning are both excellent and other resources are of high quality and used effectively. The quality of provision is outstanding and is underpinned by exceptionally well planned activities and ongoing assessments. Self evaluation is robust, resulting in excellent development planning for improvements for the future.

What steps need to be taken to improve provision further?

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

- improve the way assessments are recorded to clarify the progress made by individual children against the recommended stages of learning.

The effectiveness of leadership and management of the early years provision

The safeguarding of children is exceptional. The site is safe and secure and all aspects of health and safety, including risk assessments, are assured. Everywhere is spotlessly clean, including the toilets. Staff are suitably checked and vetted and tailor-made policies and records cover all requirements. Daily attendance registers are thoroughly maintained. Staff qualifications are relevant and ratios are generous. Management and staff know the strengths and weaknesses of the setting well and these are included in a comprehensive self evaluation form which sets out an ambitious and achievable vision for continuous improvement. Resources to promote learning are excellent, well maintained and of high quality and are used well. The proprietors visit the setting weekly and are key to setting the vision for all aspects of its work.

Equality and diversity are real strengths. Parents are forthright in their praise of the way their children are treated as individuals. The care and attention given to children with special educational needs and/or disabilities and those with English as an additional language is outstanding. This is recognised by a wide range of agencies beyond the school. Partnerships therefore are exceptional. Staff work hard to engage all necessary support agencies and this too is appreciated by parents. The setting also has very close working relationships with the neighbouring primary school, the local authority and nearby children's centre.

Links with parents are outstanding and the setting maintains a regular newsletter and continuous dialogue about all aspects of child's learning, development and progress.

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

There is a real sense of enjoyment throughout this high quality setting. The environment is both welcoming and stimulating. Activities are organised exceptionally well, they are linked to what children need to learn. Teaching demonstrates an excellent understanding of how to plan and engage children in purposeful learning. The assessment of children's progress is closely monitored. Achievements are recorded in well presented learning journals which are shared with parents. Although assessments reflect the Early Years Foundation Stage, exact links to the stages of learning for each child are less well documented. Staff play an active role in using observations and assessments to plan the next steps in children's learning. Key people know their children well, and adjust expectations accordingly. Children radiate with confidence; they are socially aware of others.

Children move freely between the indoor and outdoor learning areas. Relationships are excellent. Children are highly motivated by the rich range of activities available. Outside, they ride their tricycles with confidence. Children develop their knowledge and understanding of nature in the two garden areas, to plant and water the flowers and shrubs, collect worms and to use their senses to identify the smells and sense of touch. Children develop physically by using the wooden frame that encourages climbing in different ways. The large soft surface beneath the frame provides a safe landing. Elsewhere, children play constructively with water chutes and gradients or sit in comfort with a member of staff to talk about their weekly theme.

When indoors the two-year olds begin to develop vocabulary about the long and short spaghetti pieces they eat for lunch. Staff nurture an early interest in story books. Children play imaginatively creating sock puppets, experimenting with ice cubes and crawling into their darkened den with torches. They explore interactive books with interest.

Three-year-olds use story time for conversations about characters and develop an awareness of sounds and letters. They are keen to demonstrate to visitors how to use the camera to record images to support their discoveries in the shiny objects area. Others make pirate hats to support their on-going theme and use puppets in singing rhymes. Fine motor skills and creativity are developed successfully when making the pirate's treasure using quality materials. Children happily join in songs and action rhymes to help them understand counting and sequencing of numbers.

Children show a very good awareness of how to keep themselves safe and healthy. They are very familiar with hygiene routines. Break times provide excellent social occasions and children value the good range of healthy snacks introduced by the dedicated cook. The annual graduation ceremony for leavers into 'big school' adds to a sense of belonging to the community so richly fostered at Tower View, alongside charity collections. Children are highly prepared for the transition into their next stage of schooling.

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

The quality of the provision in the Early Years Foundation Stage	1
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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