

Cottam Nursery School

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

Cottam Nursery School has been registered since 1988. The registered provider is the owner. It is situated in Cottam village on the outskirts of Preston. The area is semi-rural. Facilities for children are set within the old village primary school. There are four rooms all on ground level, affording accessibility. The outdoor areas are to the rear and side of the building. The provision is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. Registration is for a total of 52 children and currently there are 55 on roll all within the early years age range. The setting supports children with special educational needs and/or disabilities and for whom English is an additional language. The setting is open each weekday from 8.30am to 5pm, currently term time only. Additionally, older children can be looked after in the school holidays. There is a staff team of nine, of whom, seven hold appropriate early years qualifications. One member of staff has the Early Years Professional Status. Two support staff are also employed to assist with administration and cleaning. The setting has been awarded Lancashire's Quality Kitemark in 2007 and is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, the provision is good. Children are making excellent progress in their learning and development supported by knowledgeable and dedicated staff. Partnership with parents is exemplary and partnership working with others is developing. Children's safety and their welfare is assured through effective implementation of policies and procedures and risk assessments. Systems to evaluate practice include the views of others and result in a continually improving and inclusive environment where individuals are respected and valued.

What steps need to be taken to improve provision further?

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

- ensure wording in the safeguarding policies and procedures and notice in the entrance reflects current information
- further develop partnership working with others delivering the Early Years Foundation Stage to support continuity in meeting individual children's learning needs.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is maintained in the setting. The robust recruitment and vetting procedures ensure that staff are suitable to be working with children and hold appropriate qualifications. A range of comprehensive policies and

procedures are effectively implemented to ensure the smooth day-to-day running. Designated staff fully understand their responsibilities to safeguard children and capably describe procedures for working with relevant agencies to protect children from harm or neglect. Contact telephone numbers are displayed, however, some wording relating to the safeguarding procedures is not current. This does not impact on children's safety. Risk assessments are completed to minimise the likelihood of accidents, both on and off the premises. For example, they identify the need for removal of moss on the path outside. The staff team work well together to ensure consistency of care. The learning environment is vibrant and stimulating. The staff team implement suggestions from the Local Authority support coordinators, such as reducing the volume of resources to create better use of space, and this has been successful. They demonstrate a commitment to promoting positive outcomes for children by developing their knowledge through ongoing training and through their contributions to the setting's self-evaluation processes. The effective system of self-evaluation, which also incorporates input from parents, ensures all aspects of the provision are monitored and evaluated, therefore supporting continuous improvement. Partnership with parents is an exemplary aspect of this setting's practice. Parents speak highly of how much their children like coming and how well they are progressing. They clearly know who their child's key person is and significantly contribute to the essential two-way flow of information; ensuring the individual needs of children are informed and met. Contributions continue successfully from children's starting points through to frequent review information, incorporating written accounts of home-life learning as well comments from children. Parents' evenings afford more time for discussions and their views are sought about nursery school life. Partnership working with others delivering the Early Years Foundation Stage where children also attend is developing. However, this is presently only achieving the giving of information, therefore not supporting continuity in meeting children's learning needs. Each child is recognised for their uniqueness and staff encourage all children to learn to value differences and diversity through activities and sharing information. For example, parents and carers are invited into the setting to share information about their cultural practices, such as, a prayer mat, and a police officer and nurse coming in uniform to talk to about what they do. Notices are displayed reflecting those families who have English as an additional language. This helps children to learn to value the similarities and differences of individuals. Effective systems are in place to support children with special educational needs and/or disabilities. The Special Educational Needs coordinator is proactive in arranging contact with support agencies and encourages parents to share any speech/language therapy in order to complement programmes of learning. Strong relationships have been established with other providers, particularly the local schools. Reception teachers visit during the summer term to ease children's transition to school.

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

Children are making excellent progress in their learning and development. They are very happy, confident and enjoy everything their learning environment offers, both indoors and outside. All staff are involved in observation, assessment and

planning for next steps in children's learning and are supported by the experienced Early Years Professional who oversees and monitors practice. Children are inspired to learn because their learning environment allows freedom of choice in making decisions and the well-thought-out deployment of resources affords excellent accessibility. Their well-balanced day contains suitable periods of time where children mainly follow their own ideas as well as some adult-led activities. Children's future social and economic well-being is encouraged through many Information and Communication Technology resources. These include computers in different rooms and laptops that can be taken outdoors. They are competent in managing simple programmes relating to number and know which bear is the biggest in 'Goldilocks and the three bears' story. Creative development is popular as resources excite children to explore different media and materials. They know the colour of the sand is purple and staff encourage mark making and numeracy in everyday play. For example, children use books in their role play to write shopping lists. They are learning about the natural world through gardening and observing the farm animals in the adjacent fields. Children's individual learning journey folders are a credit to the staff team. They reflect the superb approach to maximising the potential achievement of all children. Observations are recorded with attention for detail, which influences the planning to challenge and motivate children to learn effectively. Photographs superbly illustrate observations and add interest and evidence for parents of how children spend their time. Notably, the excellent partnership with parents ensures their contributions are valued and extend children's interests in the setting. All children's behaviour is exemplary. They are gently reminded about running and praised for positive actions or deeds such as tidying up. Children follow excellent self-care practices in routine hygiene matters because their facilities encourage independence. They are becoming adept at fastening buttons and attempting zips because staff allow time for this. They engage in dance lessons twice a week which promotes their physical development as well as the various activities outdoors, especially being pulled along on a sledge on the frosty ground. Children fully benefit from wonderful healthy snacks which consist of various tastes and textures, for example, different coloured peppers. They are able to cut up fruits using appropriate knives and they make vegetable soups, therefore learning about foods that are good for them. Children's social skills and ability to communicate with others are rapidly enhanced; they play cooperatively together, sharing and taking turns. This means that they are developing the underpinning skills needed for their future success.

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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
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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