

The Nursery

Inspection report for early years provision

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Inspector Sue Anslow

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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

The Nursery was registered in 1989. The setting is privately owned and operates from a converted building within walking distance of Congleton town centre. Children are cared for in four rooms located on two floors and there is a secure area available for outdoor play. The nursery is open five days a week from 7.30am to 6pm for approximately 51 weeks of the year and Butterflies Out of School Club is open from 3.15pm to 6pm term time and 7.30am to 6pm during school holidays. Children attend from the local community and surrounding areas.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 22 children aged two to five years may attend the nursery at any one time and 14 children may attend the out of school club, situated on the first floor. There are currently 95 children on roll aged from two to 10 years old. Of these, 50 are in the early years age range.

There are seven members of staff, including the manager. Six staff hold early years qualifications to at least level 3. The Nursery provides funded early education for three and four-year-olds' and works closely with other early years professionals.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's care and learning needs are met effectively by the enthusiastic and dedicated staff team and the wide variety of natural and man made resources support development in all areas. Strong partnerships with parents and other professionals support every member of the family in this inclusive environment. Staff have a clear vision for the nursery and the out of school club; to respond to the needs of the children attending and offer good quality care. Systems to evaluate and improve practice are secure and result in a continually improving setting. Space and resources are used creatively to provide a varied range of practical activities that help children learn whilst they play, explore and experiment.

What steps need to be taken to improve provision further?

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

- practise evacuation procedures more often to ensure every child is familiar with the process.

The effectiveness of leadership and management of the early years provision

Children are kept safe and secure through staff vigilance and good procedures. A good recruitment and vetting procedure ensures 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 running of both the nursery and the out of school club. Staff are aware of their responsibility with regard to child protection issues and follow written procedures if concerned. Risk assessments are completed to minimise the likelihood of accidents and extra care is taken to secure the children's outside play area from incoming vehicles. Staff collecting children from local schools at the end of the day, follow specific procedures to ensure their safety throughout.

The setting is well maintained and attractively presented to help children settle happily. Displays of children's work and age-appropriate resources create a child-friendly environment. Nursery children share two adjoining rooms on the ground floor, whilst children attending the out of school club use two adjoining rooms on the first floor. The setting promotes inclusion for all and practises non-discriminatory childcare. Children learn respect for each other and the world around them. Games and activities are adapted to suit everyone so no one feels left out. Children are able to choose what they want to play with from the different activities set out for them or from the labelled boxes and low shelving around the room. Daily access to the outside play area is promoted and all the children love this exciting and stimulating environment.

Partnerships with parents are promoted very highly throughout the whole setting. By building close links with children's families, staff are able to meet individual needs superbly well. Through verbal communication, newsletters and meetings, parents develop trust in the staff team to provide an appropriate learning environment for their children. Key workers are able to talk to parents individually as well as organise parents' evenings and Dad's days. Useful leaflets are always available and recipe's for some of the children's favourite dishes are given out. The nursery also foster close liaisons with other professionals to support individual needs. Early years advisors, therapists and teachers visit children in the nursery to offer support and guidance to staff and families. Transition arrangements into schools are managed exceptionally well and parents often choose to bring their school age children back to the out of school club rather than use school clubs.

Management has a clear sense of purpose and, through various methods of reviewing and reflecting on practice, engage staff in making changes that bring about positive improvements for children's welfare and learning. The small, close-knit team of staff have worked well together for many years and continue to access relevant courses and workshops to improve their skills for the benefit of the children. Together the staff team identify strengths and areas for development and implement action plans to bring about improvements. Parents' views are also sought, both verbally and in the form of questionnaires. Comments, requests and ideas are used as part of the overall evaluation of the service, to raise standards and ensure continuous improvement of the setting.

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

A key worker is allocated to each family to aid communication between parents and enable close bonds to form with children. Ratios of staff to children are maintained and often exceeded, enabling good interaction and close observation of the groups. Through these observations and discussions with parents, staff are able to plan appropriate activities to enhance children's development. Good relationships are evident between the staff and children. Families are greeted warmly on arrival and children run off to find their friends and start playing, whilst the adults chat together, exchanging any relevant information. Children develop a sense of belonging as they self-select different activities and work together to create colourful wall displays. They are able to move around the rooms, playing on their own or in groups, relaxing quietly on the settees reading books or playing doctors in the home corner. Staff are on hand to help, guide and encourage children to try different activities and work things out for themselves. For example, controlling the mouse during a computer game or selecting a compact disc to put in the machine. Through skilful use of questioning, staff help children learn new skills through play. They promote a discussion about health and safety by asking 'why do we need to put our coats on to go outside today' and introduce counting numbers whilst helping children put fingers in gloves.

All areas of development are promoted equally during the weekly routine of planned and spontaneous activities. Children thoroughly enjoy the outside play area and are more than happy to play outside in all weather conditions. The playground slopes down from the entrance gates to the sheds at the bottom and children adore whizzing down on the wheeled toys. They do not even mind hauling or pushing the bike or car up to the top again as it means another go at their favourite activity. A wealth of natural materials extend and enhance children's play experiences. They cleverly use the pieces of wood as a bonfire and 'put the fire out' with lengths of plastic or rubber tubing. Children love doing things for themselves and become independent very quickly. They follow the picture signs in the bathroom to wash and dry their hands, they choose their own art materials from the well stocked trolley to create their own pictures and take photographs of their friends with the digital camera. They learn something of the world around them through growing their own fruit and vegetables in boxes and bags outside, feeding birds and squirrels and going on nature walks in the local parks. Festivals are celebrated throughout the year and children's individual needs catered for. Appropriate resources around the setting help children learn about other cultures and people with disabilities.

In the main children behave extremely well and play cooperatively together. Staff are adept at intervening at appropriate times to remind children about sharing and taking turns. They are encouraged to speak out and express their feelings and staff act as good role models, explaining consequences and promoting respect and good manners. Children gather together for circle times during the day and enjoy listening to each other's news or look at photographs of someone's new baby sister. They sit together at mealtimes and enjoy the healthy menu of meals and

snacks, some of which they help prepare themselves. Good hygiene routines are promoted and children practise road safety drills when out and about. Evacuation procedures are also practised, although, not often enough to ensure all children are familiar with the procedures. Children are allowed and encouraged to learn at their own pace. Their social and emotional well-being is valued highly in order to foster confidence and self-esteem. Staff believe that 'a happy child is a happy learner'.

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	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	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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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