

Elsecar Nursery

Inspection report for early years provision

Unique reference number

EY416354

Inspection date

07/02/2011

Inspector

Yvonne Layton

Setting address

Church Street, Elsecar, BARNSELY, South Yorkshire, S74
8HS

Telephone number

01226 740 202

Email

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 2011

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

The Elsecar Nursery re-registered in 2010 and was previously registered in 2004. The nursery is registered to care for a maximum of 54 children under eight years and is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. Currently 67 children are on roll all of whom are in the early years age range. It operates from a purpose built, single storey building within the school grounds in Elsecar, Barnsley, South Yorkshire. It serves the local community and surrounding area. It is open Monday to Friday from 8.00am to 6.00pm throughout the year. Children have access to a secure enclosed area for outdoor play.

There are 13 staff currently working within the nursery, all of whom have an appropriate early years qualification 13 at Level two, Level three and Level four. One member of staff has qualification for Professional Status. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children within the Early Years Foundation Stage enjoy their time at the setting. They make good progress overall in their learning and development and their welfare is supported well. Staff have a good understanding of equality of opportunity and inclusive practice is carefully promoted with children's needs effectively met. Links with parents and the liaison with other providers are effective and help to ensure consistency in children's care and learning. Proactive reflection and evaluation of all aspects of the setting ensure there are strong aspirations for developing the quality of the setting and to drive and maintain continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- Take all reasonable steps to ensure that hazards to children are kept to a minimum by making sure the laundry door is not wedged open (Suitable premises, environment and equipment) 28/02/2011
- Promote the good health of children by making sure fresh drinking water is available at all times. (Safeguarding and promoting children's welfare) 28/02/2011

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

- support further a rounded approach to child development through planned,

purposeful play, with a balance of adult-led and child-initiated activities with particular regard to developing staff knowledge of their role in supporting and guiding children within child-led activities and in encouraging children to appropriately take responsibility for their own actions

- undertake a review of resources and toys to make sure all are fit for purpose and extend the variety of resources available within themed areas.

The effectiveness of leadership and management of the early years provision

Children are well protected as there are clear safeguarding children procedures and staff have a good understanding of their responsibilities in protecting children. Their safety is assured as detailed risk assessments are carried out in all areas of the setting and include specific assessments for individual children. Staff overall monitor the movements of children well. However, there is a potential risk to their safety as the laundry door is wedged open. Security of the premises is robust and procedures for arrival and departure ensure children are handed over safely to a known adult. A point for consideration was discussed with the management team about the lighting of the surrounding school grounds. In the winter months this area is often dark when parents collect their children and staff leave the setting. All required policies, procedures and records are in place and carefully maintained. Efficient systems ensure staff are suitable for their role and are clear about their day to day responsibilities. Required checks are completed and management are clear about ensuring the ongoing suitability of staff. Children's welfare is supported well as the staff complete and actively involve them in established hygiene and safety procedures. Water is served with snack and meals and staff state children can ask for a drink when they wish. This has potential impact on children's well-being as the requirement of fresh drinking water being available at all times is not met.

Children's learning is successfully promoted as the staff have good knowledge of the Early Years Foundation Stage framework. All areas of learning are addressed within the planning. Planning is based on observations of the children, their interests and individual development. Child-led and initiated activities are a main focus of the setting. However, currently some staff are less confident about their own role in suggesting, guiding and extending children's thinking within their freely-chosen play. They do not always follow through, encouraging children to take responsibility for themselves and the setting, such as, if they drop or tip over resources. Each child has an assessment file which detail individual progress and clearly identifies their next steps of learning. Children's transitions are supported well as they move into mainstream school through visits and joint meetings between schools and the setting. There is a proactive two-way involvement with other providers and services.

Inclusive practice, equality policies and procedures are carefully implemented throughout the setting so that all children have their needs met. Individuality is respected and responded to well. Partnerships with parents and carers are secure and each child's individual needs and culture is recognised and supported. To ensure their welfare and learning needs are met, staff gather valuable information

from parents about personal details, needs, likes and dislikes. Parents are invited to record their own observations of their child's progress within daily diaries. They have access to the group's policies and procedures and parents' evenings are held. Feedback is sought from parents through questionnaires and a comment box.

The management team have strong aspirations to develop the setting, fully supported by active involvement of all staff. Children's learning and welfare is strongly promoted as there is a proactive ethos to evaluate all aspects of the provision. Areas to develop are clearly recognised and changes are made in workable stages. Consequently the outcomes for the children are continually improved.

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

Children are happy and settled at the nursery. The learning environment effectively supports children's progress towards the early learning goals and children's learning is promoted throughout. Play is overall purposeful. Children are able to self-select from accessible storage and from themed areas, such as, they readily use a magnifying glass to investigate resources such as small world figures. However, their learning would be further enhanced if a review was made of the available resources as some are 'tired' and there is a lack of variety particularly in the role play, creative and mark-making areas.

Staff are warm and caring providing positive interaction between themselves and the children. A wide range of photographs, throughout the setting, of the children on outings and at play enhance their sense of belonging. In the baby room a transport display is enriched by photographs of them transferred to cars they have painted and of vehicles they have seen on walks in the area.

Children are learning appropriate social skills as staff explain reasons for good behaviour and children are encouraged to consider each other's feelings. Photographs are used to highlight the 'Golden Rules' based on respect and kindness. A sense of self is promoted as staff use positive encouragement and praise. Throughout the setting activities and creative projects of national and international celebrations develop children's understanding of the world. They learn about their community as the police and fire service visit. Children visit the local heritage centre and investigate exhibits, such as, vintage cars and fire engines. Parents are actively involved in activities. For example for a pet theme, alongside a visit to the local pet shop, parents and staff bring in their own pets for the children to see.

All children have the opportunity to undertake a wide variety of creative activities, for example, toddlers enjoy exploring natural resources and older children make a display of junk box models. Free expression in craft is encouraged with staff supporting children to express themselves in art. They are actively involved in both planned and spontaneous story telling and rhymes.

Children's welfare and safety is supported well, they feel safe in the nursery and

with the staff as they confidently approach them and seek reassurance from them. They learn about danger through activities, discussion and stories. Physical skills and confidence are enhanced as children enjoy 'Happy Feet' music and movement sessions. They have free-flow access to a well-resourced outdoor play area. Separate areas for different aged children ensure they can confidently experiment. The environment is enriched with streamers in the trees, wind chimes and saucepans fastened on the fence for children to explore sound. They undertake personal challenges and take risks safely on outside equipment. Children learn about healthy eating through discussion, food tasting activities and healthy eating displays. They plant and eat vegetables they have grown. Throughout related activities staff talk to the children about healthy eating and self-care supported by pictorial reminders.

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	3
The extent to which children develop skills for the future	3

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
--	-----