

Foundations for Learning

Inspection report for early years provision

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| Unique reference number | 316764 |
| Inspection date | 07/02/2011 |
| Inspector | Wendy Fitton |

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| Setting address | Greenmount Nursery, Brick Barn Farm, whipney Lane, Greenmount, Bury, Lancashire, BL8 4HT |
| Telephone number | 01204 882 366 |
| Email | |
| 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.

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

Foundations for Learning Greenmount Nursery registered in 2001 and is part of a chain of nurseries privately owned. The nursery operates from premises in the Greenmount area of Bury in Lancashire

The nursery is registered for a maximum of 69 children under eight years. They are registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 63 children on roll of whom 49 are in the early years age range. The nursery provides funded early education for three and four year olds. The nursery also provides care before and after school and during school holidays.

The nursery is open five days a week from 7.30am to 6pm. All children share access to secure outdoor play areas. There are a team of 12 staff, including the manager. The nursery employs a cook, a mini bus driver and maintenance staff . All nursery staff hold a National Vocational Qualification at Level 2 and 3. The setting is supported by an early years teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well-cared for in a very welcoming and child centred environment. The nursery environment is fully inclusive and reflects the children's backgrounds, communities and family lifestyles. The organisation of the activities reflects interesting, varied and imaginative experiences, to meet the needs of the children exceedingly well. There are excellent partnerships established with both parents and carers, with good links to other providers and professionals to meet the children's welfare and developmental needs. The system for evaluating the quality of the provision is effective. Management and staff continue to appraise the setting to maintain continuous improvement to further promote outcomes for children and the organisation.

What steps need to be taken to improve provision further?

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

- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to maintain the quality of the provision

The effectiveness of leadership and management of the early years provision

Children are well-protected and safeguarded through the policies and procedures that are in place that ensure those working with children are safe to do so. The nursery's safeguarding policies are effectively implemented and staff know their role and duty in keeping children safe from harm. Staff are experienced and qualified in areas of learning and welfare of young children. They have qualification certificates for childcare and education and have completed workshops for first aid, safeguarding and behaviour management. Therefore, children's welfare is fully supported. There are comprehensive risk assessments and effective health and safety practices in place that ensure children's safety and well-being are maintained. The system for self-evaluation is effective and management, staff and parents are involved. The nursery strives to improve the quality of the provision and further promote the outcomes for children. The previous recommendations from the last inspection have been fully addressed and children's safety and learning opportunities have been enhanced.

Children make excellent progress in their learning and development as the deployment of resources is good. Staff use resources and equipment creatively and imaginatively and are positive in making changes and taking things forward. For example, in relation to the enhancements of areas with new furniture and equipment to interest and challenge the children with free access and choice. The children are grouped according to their ages and stages of development in separate areas and this helps them to feel secure and safe in their environment. Partnerships with parents are excellent and help children to feel secure. Information for parents is displayed in the reception area and on the nursery website, which keeps parents informed about the nursery's activities. There is a parent comment/suggestion box to encourage parents to evaluate the provision. Positive relationships with the parents and their key person are evident as they share information on a daily basis through chatting and the daily diaries. There are three parents sessions planned throughout the year and parents are invited to attend and discuss their child's development and progress. Partnerships with other professionals and agencies are good and ensure children are well supported and that there is continuity of learning and care. There are links with the childcare and extended services with the local authority, links with local area special educational needs coordinators and children visit the local swimming pool and have lessons in speaking French.

The environment is fully inclusive reflecting the local community and the families that attend. Important information is shared with staff regarding children's medical needs, family lifestyles, cultural needs and their interests. Staff fully promote equality and diversity through the effective policies and procedures. Home visits feature as part of children's induction and settling in procedures. All organisational information is displayed around the family orientated environment. Children learn about diversity and differences through their activities, pictures, books and posters. All children have equal access to all activities and facilities, the premises are accessible to everyone. Areas, equipment and toys are adapted and changed according to specific needs and any special interests. The children are enabled to

plan their own play and staff follow their leads.

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

Staff have a wealth of knowledge of the learning and development requirements. They support children's learning through really well-planned activities and experiences with access to a good range of resources for children to play, explore and become active learners. The planning of the learning environment is linked to the six areas of learning and children play freely and spontaneously. Staff respond to the information provided by parents and there are effective systems in place for observing and assessing the children as they progress towards the early learning goals. There are focused adult-led activities linked to children's individual interests. The planning covers a two-year cycle and incorporates long, medium and short term plans to support children's learning. Staff select the time to encourage a particular aspect of learning or discuss topics. Each child has a learning and development profile, this shows observations, photographs, children's own art work and drawings. There are tracking sheets and observations and how staff assess the children through their development milestones. These profiles are accessible to parents at all times and formal sharing takes place throughout the year.

Children become very independent as they make free choices from the well planned areas of continuous provision. They are really secure and confident with the highly effective key worker system. Children relate well to staff as they tend to all personal and learning needs. Staff constantly praise children, support and encourage them to help them feel good about themselves. Children play well together and friendships are evident. Children independently tend to their own personal needs as they select toys, put on their own aprons, feed themselves, serve food and pour drinks. They follow instructions for tidying away toys, going to the bathroom and lining up for lunch time and so develop their listening skills. There are lots of labels around the environment for the children to relate to, names on displays, their own art work and key words at the various activities. Children really enjoy stories, looking at books and singing. Staff use carpet and circle time to develop children's speech and language as they share news or special events from home. Children access different tools and media for mark making with pens, crayons, chalks and paints. They explore and investigate different textures and materials as they play in sand, water, play dough and paint. Children delight in the sensory room and discover the lights, sounds, different textures and smells. They develop their imagination through role play with the activity kitchen, utensils and the dressing up clothes. Children have really good opportunities to learn about their environment. They walk in the rural area and visit the farm and they walk in the woods and explore the natural objects. Children collect leaves, plant vegetables in the garden and learn about the different processes. They develop their knowledge of technology toys and use telephones, computers, torches and magnifiers. They learn about their local community and the people who help us as they visit the local health centre. Staff enhance the areas of provision to provide opportunities for children to problem solve and

become active learners through letters, sounds and numbers.

Staff are fully committed to good quality care. This actively promotes the children's knowledge and understanding of safety, healthy lifestyles and develops their skills for the future which enables them to make a very positive contribution. Children feel very safe in the setting and understand about the issues relating to safety. Children are asked to make good choices throughout their activities and this relates to safe practices. They are reminded when out and about to stay close to staff and to play carefully with equipment and tools. Staff talk to children about how to play in certain areas and how to use the equipment. Children are safe and feel secure as they are confident and comfortable with the flexible routines. Children are provided with a healthy balanced diet and enjoy a varied range of snacks and home cooked meals, according to any special requirements or health needs. Children learn to be healthy and active with access to the continuous provision outside. They walk in the rural area, exercise, ride and balance on large climbing equipment, slides and wheeled toys. Children follow good hygiene procedures through hand washing, serving their own foods, using appropriate cutlery and crockery and wearing aprons when eating. Children's behaviour is managed in a way that supports their understanding of what is right and wrong and in accordance with their individual ages and stages of development and understanding. There are extremely positive behaviour management strategies in place that support children to make good choices and decisions. Staff get down to the children's level, they ask children to listen and give explanations as to why certain behaviour is not a good choice. Staff are very good role models to the children using positive language all the time and not using negative words.

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

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| 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

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| 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

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| 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

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| 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 | 1 |
| The extent to which children develop skills for the future | 1 |

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Annex B: the Childcare Register

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| 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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