

Silver Birches Nursery School Ltd

Inspection report for early years provision

Unique reference number	503755
Inspection date	22/02/2011
Inspector	Sandra Williams

Setting address	Longsands Lane, Fulwood, Preston, Lancashire, PR2 9PS
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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

Silver Birches Nursery School is privately owned and has been registered for approximately 22 years. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is a large, detached property situated in the Fulwood area of Preston, Lancashire. It operates from 10 rooms and the children also have access to two outdoor play areas. The nursery is open from Mondays to Fridays from 7am until 6pm, for 51 weeks of the year.

A maximum of 99 children under eight years may attend the facility at any one time, of which, no more than 99 may be in the early years age range. There are currently 113 children on roll of which, 95 are in the early years age range. There are 32 children in receipt of funding for early years education. The setting supports children with special educational needs and/or disabilities and children who have English as an additional language. There are 17 members of staff who work with the children, half of whom hold appropriate early years qualifications ranging from National Vocational Qualification Level 2 to Level 4. The manager has completed the Early Years Professional Status and the staff group is working towards the Step into Quality Award.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's needs are well met as their unique qualities are recognised and respected. Overall, children are safeguarded well. This is due to the good safety procedures in place. They are making good progress with their learning and development. Most resources are well organised and accessible to the children. Partnerships with parents and other providers are strong which ensures a consistent approach to the children's care and learning. The comprehensive self-evaluation and monitoring systems ensure continuous improvement and the staff have a clear understanding of their strengths and areas for development.

What steps need to be taken to improve provision further?

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

- ensure that all books and toys are in good condition and review the positioning and storage of books so that children may access them independently
- consider additional security measures to make sure the outdoor area is consistently kept secure when children are playing outside.

The effectiveness of leadership and management of the early years provision

Children are safeguarded at this nursery with the staff having undertaken appropriate training providing them with a good knowledge of the indicators of abuse and how to respond should they have concerns about the children's welfare. Safeguarding policies and procedures are thorough and are openly shared with parents and carers. The robust recruitment procedures include essential checks to ensure that the staff are suitable and safe to work with children. Written risk assessments are effective in minimising hazards to children whilst in the nursery and on outings. Children are kept safe due to the vigilance of the staff and the good levels of supervision provided. The nursery is kept securely locked to ensure that intruders cannot enter and that children cannot leave unsupervised. Staff are conscientious in checking the identity of visitors to ensure the children remain safe. When playing in the front outdoor area, the children are kept generally secure due to the high level of staff supervision. However, the gates are not consistently kept locked, which affects the level of security for the children.

Strong partnerships between parents and staff exist and there are good systems in place for keeping parents well informed about their children's progress. The nursery staff welcome parental involvement. They share information on a daily basis and during parents' evenings. Good use is made of the informative notice board in the reception area for keeping parents updated about events. Staff encourage parents to be involved in their children's learning by sharing information about activities that the children enjoy. The memory tree encourages links between home and nursery as children bring in photos of their families and important events in their lives to share with others at the nursery. Parents are actively involved in helping their children to learn new skills. For example, parents help to develop the planting area in the garden so that children learn about tending to plants and growing their own vegetables. The staff also have effective links with other professionals working with the children, such as educational psychologists, inclusion of teachers and staff at the local schools. Good two-way communication takes place in order to provide consistency and continuity of care and education for all children.

The staff promote equality and diversity well, they have undertaken training. They follow their equal opportunities policy. The nursery is an inclusive and welcoming environment where all children's individuality is well respected by the staff. Children with additional needs are well supported and are made to feel included in all of the activities on offer. Children learn about diversity by accessing the multicultural toys, books and many wall displays, such as maps and words in different languages. The deployment of staff and resources is good and children are generally able to make independent choices and move easily from one activity to another. However, some of the books are positioned on shelves that are a little high, which means that children are not always able to reach them independently. Also, some of the books and toys are slightly worn, for example, the wooden blocks have numbers and letters which have faded and are not easily legible.

The manager has a good understanding of the strengths of the nursery and the

areas for development. She and the staff have completed a thorough self-evaluation process and have addressed the recommendations from the last inspection, thus improving outcomes for children. A commitment to continuous improvement is evident. The manager and staff are currently working closely with local authority advisors towards a quality assurance accreditation. The clear, written policies and procedures in place ensure that all staff promote children's health, safety and well-being effectively.

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

This stimulating and lively nursery provides children with a happy environment in which to learn and develop. The children enjoy close relationships with the staff, which in turn helps them to feel safe and secure. The staff teach the children about staying safe by setting simple rules. For example, they learn to use scissors safely and they tidy up their toys so that they do not trip over them. When on outings to the shops, they learn about road safety. When the local firemen visit the nursery they teach the children about fire safety, especially on bonfire night. Children have plenty of opportunities to adopt healthy lifestyles as they enjoy nutritious and wholesome meals and snacks freshly prepared on the premises. The children are praised as they demonstrate very good manners at meal times. They follow good hygiene practices, such as washing their hands before eating. Daily outdoor play in the fresh air promotes the children's health and well-being. They enjoy developing their physical skills as they hop and jump whilst playing hop scotch. They skilfully manoeuvre around the play ground on their sit-and-ride toys. They develop hand-to-eye coordination as they play with bats and balls. The children are well-behaved and have a good understanding of what is expected of them throughout the daily routine. They are encouraged to be kind and pleasant to each other. When celebrating children's birthdays, they sing happy birthday and they enjoy sharing their birthday cakes with each other.

Children are making good progress towards the early learning goals. They are well supported by enthusiastic and friendly staff who have a clear understanding of the learning, development and welfare requirements of the Early Years Foundation Stage. Planning for activities is clearly based on children's individual needs and interests. The staff have an accurate knowledge of the children's stages of development in their learning and keep clear records of their progress. They effectively use this information to inform future plans for each individual child's next steps in their learning. The exciting and stimulating range of activities that are readily available to children of all ages fully promote their all round learning and enjoyment. The vibrant and colourful environment plays a key role in supporting and extending children's development.

Children have many opportunities to express themselves in different ways. They enjoy painting pictures of their family members and displaying them on the walls. Others enjoy playing with play dough and making little fish to put in their aquarium. Children enjoy singing action songs such as 'Heads, shoulders, knees and toes' and challenge each other to see who can do it the fastest. Children learn

to recognise numerals that are displayed around the nursery and they learn about volume and measuring as they play with the sand and water. Some of the children are able to recognise their own names as they self-register and as they hang up their coats. Children develop very good skills in the use of everyday technology such as computers and other age-appropriate programmable toys.

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
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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	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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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