

Little Holcombe Nursery

Inspection report for early years provision

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Inspector

Wendy Fitton

Setting address

413 Brandlesholme Road, Bury, Lancashire, BL8 1JD

Telephone number

0161 761 4575

Email

littleholcombenursery@yahoo.co.uk

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*.

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Description of the setting

Little Holcombe Nursery registered in 2001, and operates from premises on one level to cater for children from birth up to five years. The premises are situated in the Bury area of Lancashire.

The provision is registered for a maximum of 60 children on the Early Years Register. There are currently 97 children on roll in the early years age range. The nursery provides funded early education for three- and four-year-olds.

The provision 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 22 staff, including managers. Support staff are employed for site maintenance, cooking meals and cleaning. There are 19 qualified staff of whom 11 hold a National Vocational Qualification at Level 2 and 3; two staff have a National Vocational Qualification at Level 4 with an assessor's award and two staff have Nursery Nursing qualifications. Other qualifications of staff include Qualified Teaching Status, Bachelor of Arts and Bachelor of Education degrees and the Early Years Professional Status. The setting is supported by an early years teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely well cared for in a highly stimulating and child-centred environment. The exciting and inviting environment is fully inclusive and reflects the children's backgrounds, communities and family lifestyles. Exceptional organisation of the educational programmes, which reflect rich, varied and stimulating experiences, meet the needs of the children exceedingly well. There are excellent partnerships established with both parents and carers, and highly effective links to other providers and professionals, to meet children's welfare and development needs. The system for evaluating the quality of the provision is outstanding and effective, with very challenging plans in place for the future; to strive to maintain continuous improvement and retain the high quality outcomes for children and the organisation.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- promoting further the overall effectiveness of the provision, future planning to secure improvements to bring about further positive outcomes for children and retain the very high quality of the organisation.

The effectiveness of leadership and management of the early years provision

Children are well protected as staff have an extremely good knowledge of child protection procedures. They have refresher training periodically to ensure that their knowledge remains current so they can fully protect the children in their care. Highly effective procedures are in place to ensure children are well protected. Children are cared for by adults who are vetted, experienced, extremely knowledgeable and skilful. There are very comprehensive risk assessments and excellent health and safety practices. The quality and provision of safe and suitable furniture, equipment and toys is exemplary. There is very active involvement from all staff and management in team meetings, to discuss and share their ideas, and to continue working towards the visions and values of the nursery. There is a clear vision for the nursery and staff, and management are fully committed to maintaining and providing outstanding and quality childcare. There is continual reflection on what is provided, and therefore, the capacity to maintain continuous improvement; outcomes for children are evident through self-evaluation procedures, in liaison with staff, parents and children. The nursery fully recognises strengths and areas for development and creates a culture where change is seen as exciting, and is embraced with enthusiasm by all staff, at all levels.

Partnerships with parents and other professionals are exemplary. Important information is gathered from everyone involved with children in order to meet their individual learning and welfare needs. There are very close links with a number of local primary schools which the majority of the children feed into. This means a smooth transition into reception class. There is close work with outside agencies such as physiotherapists for children with special requirements. Several children are regularly visited at the setting by speech and language therapists, physiotherapists and occupational therapists, in liaison with the child's key person. This ensures a two-way flow of communication to fully support children's overall needs and their development. The nursery works exceptionally well in partnership with parents to meet children's needs, and to help them feel secure and confident. Detailed communication systems ensure parents are fully up-to-date with all their children's routines, development and progress. For example, daily diary sheets, newsletters, questionnaires and verbal handover information. Parents are given the choice regarding certain aspects of their child's education. They can support their own children's education in a home reading scheme, or access the music and dance sessions. Parents are offered settling in visits and there is flexibility around parent's working patterns. Parents are exceptionally happy with the service they receive and complete questionnaires and evaluations about the nursery provision.

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. The nursery fully promotes equality of opportunity through the robust policies and procedures that are followed, and are highly effective in practice. All families' needs are acknowledged and all children's needs recorded, valued and recognised by key people. The overall environment is very welcoming and there is access to important information boards, documentation, policies and procedures for

admissions, settling in and induction. Children learn about diversity and differences, they have equal access to all activities and facilities; the premises are accessible to all, with accessible facilities, rooms and areas. Equipment and toys are adapted and changed according to specific needs and any special interests.

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

Staff have excellent knowledge of the learning and development requirements. They really value and support children's learning through exciting, well planned activities and experiences. The planning of the learning environment is outstanding and fully responds to the children's interests and needs. Children are observed during their play and detailed observations are evaluated to identify the next steps of learning; these are used as a starting point for individual planning. Staff use all the observations, parent's comments, children's views and the 'this is our life' questionnaires to choose a topic for the coming week. The learning environment provides a rich and varied curriculum with free access to continuous provision throughout the day, both inside and outside. Staff respond exceedingly well to the information provided by parents and plan for individual learning needs and interests. Each child is assigned a key person to be responsible for their development, routine care practices and the liaison with parents, therefore, children feel very secure and safe. Every child has an individual profile with all about me information gathered from parents. Staff complete spontaneous observations and note down any significant comments. Children's profiles contain in depth information on individual children and their progress. Staff are highly skilled and clearly identify children's next steps of learning. They show how activities will be enhanced to take children's interests forward, and support their development, as they progress rapidly towards the early learning goals.

Children develop their knowledge and understanding and are challenged to think through purposeful questioning. They are encouraged to be independent learners as all resources are accessible, helping the children initiate and develop their own play and learning ideas. Children play with purpose and are extremely comfortable and confident with the routines and rhythms of the day, and therefore, develop their personal, social and independence skills. They benefit from a language rich environment which supports their language and literacy skills with good labelling on everyday furniture, objects, pictures and displays. Children respond to the excellent relationships they have with their key person and to the caring, nurturing adults, and so feel good about themselves. Friendships with peers are evident and children are sociable during their activities and games. Children develop their physical skills and have access to well planned spaces where they can play, eat, relax and be active, both inside and outside. Children develop their mark making through the provision of writing materials and paints, with access to clip boards, pads and pens as enhancements to all areas. They take part in physical activity every day, both indoors and out, with the children always displaying great enthusiasm and excitement. They benefit from frequent opportunities to play outdoors in the fresh air using equipment such as; bats, balls, bikes, scooters and climbing frames. These activities help and develop a good sense of control and co-

ordination over their bodies. Children benefit from extracurricular physical activities, such as, swimming and music and dance sessions. The children are extremely interested about the world around them, talking about their homes, families and personal experiences; they read books, see posters and discuss news during circle time. Children learn about different occupations and jobs as visitors are encouraged to share their experiences.

Staff are fully committed to providing high quality care, which very actively promotes the children's knowledge and understanding of safety and healthy lifestyles. This develops and enhances their skills for the future, which enables them to make a positive contribution. Children gain an excellent understanding of hygiene; they become increasingly independent in their personal care because of having highly effective daily routines, which encourage the children to wash their hands properly. Children benefit from a selection of healthy snacks and meals, contributing towards a healthy diet; staff chat with the children about making healthy choices. They have an excellent understanding of how to keep themselves safe. For example, they inform adults when they have identified a tripping hazard, they are aware not to climb on furniture as they could fall and hurt themselves and understand that equipment, such as, scissors are to be used carefully and only for cutting paper. Children understand to remain seated when eating certain foods that may be a choking hazard. Their behaviour is very effectively managed in a way that supports their full understanding of what is right and wrong, and in accordance with their individual ages and stages of development and understanding. Children demonstrate mutual respect and concern for each other, with staff acting as very positive role models at all times. Staff know the children very well, which helps them to recognise when intervention is necessary, but providing the children with the opportunity to resolve conflict between themselves, when appropriate. Children understand the needs and opinions of others and respect their likes and dislikes. They participate in activities to promote taking turns and sharing.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
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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