

# Townley House Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	403600
<b>Inspection date</b>	24/03/2011
<b>Inspector</b>	Janet Singleton

<b>Setting address</b>	60 Wateringpool Lane, Lostock Hall, Preston, PR5 5UA
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<b>Telephone number</b>	01772 510 499
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**Email**

<b>Type of setting</b>	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).

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## Description of the setting

Townley House is owned by a partnership and is one of three nurseries. It was registered in 2001. It operates from a detached property in the Lostock Hall area of Preston. The nursery serves the local area. The nursery is accessible to all children and there are fully enclosed areas available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 8.00am until 5.30pm. Children are able to attend for a variety of sessions. A maximum of 22 children may attend the nursery at any one time. There are currently 38 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register. The nursery provides funded early education for three and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs five members of child care staff. Of these, all hold appropriate early years qualifications at Level 3 or above. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Practitioners promote children's learning and development with success as children make good progress. Planning and observation systems support children in their learning given their age, capability and starting points. The learning environment is fully inclusive, safe and secure, positively promoting children's independence. The stimulating environment encourages children's understanding of diversity. Good organisation of the policies and procedures support the safe and efficient management of the setting. The procedures for the evaluation and improvement of the provision means a clear understanding of the strengths and weaknesses is obtained. Practitioners have good relationships with parents.

## What steps need to be taken to improve provision further?

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

- further develop the observation and assessment procedures to consistently identify the actual learning priority for all children to enable planning to truly reflect their learning and development needs at all times and monitor this against all six areas of learning ensuring an equal weighting
- ensure the correct telephone number for contacting the regulatory body, Ofsted, is displayed both within the complaint policy and on the notice board.

## **The effectiveness of leadership and management of the early years provision**

The arrangements for safeguarding are good as practitioners have a secure knowledge of protecting children. They are clear in their responsibilities and of the action they need to take should they have a concern. Good supporting documentation is in place detailing the procedures to follow. In addition, the robust recruitment, vetting and induction procedures contribute significantly to keeping children safe, for example, all staff undertake a criminal record bureau check to ensure their suitability. Premises are safe and secure with daily checks and risk assessments in place. All required policies and procedures are effectively organised to ensure the safe and efficient management of the setting. However, the complaints policy has the incorrect telephone number for contacting Ofsted, the regulatory body. The key workers establish good relationships with the children in the key group. They use their knowledge of the Early Years Foundation Stage to progress children across the areas of learning.

The nursery, and management team demonstrate a commitment to improving outcomes for all children. The active involvement of all staff in completing the self-evaluation means plans for future development are in place and are meaningful. The actions to improve outcomes for children include the outdoor area, planning and observations systems. Through the stimulating and welcoming environment means a wide range of resources are accessible to children. Practitioners are effectively deployed to support children and all children have an equal opportunity to access the quality toys and develop their own play. They access resources which promote their understanding of the difference and similarities of people. They observe positive images of the people of the world as they build their understanding of diversity. The practitioners have good relationships with parents through the sharing of quality information. Parents and carers have access to their child's observations and assessment and are invited to comment and be involved in their learning. Daily discussions inform them of their child's routine and habits at the nursery. Parents are asked for their views following the completion of a parental questionnaire with this information used to progress the nursery.

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

The practitioners good understanding of the Early Years Foundation Stage enables them to plan an educational programme to ensure children make good progress towards the early learning goals. Children's starting points are established by completion of meaningful documentation with the parents including an all about me book. Good use of the observation and assessment procedures further enables staff to identify children individual needs. Some monitoring systems are in place to ensure children are given a rounded approach to their development. The practitioners good knowledge of the children enable them to effectively meet their

individual needs. However, the identification of the learning priorities of children is not consistent across all observations and assessments in identifying the next steps in their development. It is therefore, unclear how the planning reflects the children's learning priorities accurately.

Children relish in the free-flow opportunities to play outdoors. They access all areas of continuous provision as they make good decisions regarding what they wish to play with. They take part in a good balance of adult-led and child-initiated activities, for example, focussed activities or deciding to dress up as a princesses. They involve the practitioner as they ask them play a game with them, for example, pat-a-cake. They delight in climbing and balancing on the beam as they develop their physical skills. They enjoy counting as they play and are confident in their use of numbers. They name the colours of the vegetables at lunch time and discuss the healthy food they are to eat. Older children self-serve their own lunch as they develop their independence and their skills for the future. Younger children use brushes and water to paint the exterior wall, being engaged and enthralled in their task. They sing spontaneously with joy as they busily occupy themselves or sit and read a book with the practitioner. They take part in focussed activities as they make daffodils from collage materials for the displays of their work. Some children attempt to write their name as they develop their skill in literacy.

Children behave very well and are praised and rewarded to promote their good behaviour. They attend to their own personal needs in the bathroom and manage their own clothing when playing outside. Through observing good hygiene practices with staff and taking part in planned topics to develop their understanding they learn about their bodies and how to make healthy choices. Overall, children play and learn in an environment that develops good attitudes to learning and encourages their curiosity as they take control over their learning becoming active and confident learners.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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