

Twist Lane Nursery

Inspection report for early years provision

Unique reference number 323008
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Inspector Janet Singleton

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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

Twist Lane Nursery is one of two nurseries owned by Cheshire Care Limited and was registered in 1994. It operates from a detached property in Leigh, Lancashire and serves the local area. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions. A maximum of 33 children may attend the nursery at any one time. There are currently 45 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for two, 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 nine members of childcare staff. All hold appropriate early years qualifications at Level 3 or above. The deputy is currently undertaking the Early Years 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 satisfactory.

Practitioners support children in making satisfactory progress towards the early learning goals given their starting points. They use the observations and assessments on children to mostly plan for their individual needs. The learning environment is child-orientated, with resources available to enable them to make choices. All required policies and procedures are in place and reviewed. Partnerships with parents are good and practitioners are committed to working with other agencies. The drive and commitment of the managers and practitioners to improve outcomes for all children are good. There are effective systems for evaluating the setting in order to plan for changes to improve the provision.

What steps need to be taken to improve provision further?

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

- develop further the observation and assessment procedure to systematically identify children's learning priorities in order for planning to reflect children's true needs
- develop the practitioners use of open-ended questioning to promote children's thinking
- ensure outdoor activities are planned to focus on what is to be achieved while children are playing outdoors, and improve practitioners' interaction

with children to support them in their learning.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding are satisfactory as practitioners are aware of their role in protecting children. Supporting policies and procedures are in place. Suitability of all adults is maintained through appropriate vetting procedures, including a Criminal Records Bureau check. Documentation to maintain a safe and secure environment is in place, for example, risk assessments, behaviour management and emergency evacuation procedures.

Practitioners have a sound understanding of the areas of Early Years Foundation Stage. Mostly effective planning and observation systems are in place. However, the observations do not always identify the learning outcomes for all children. Daily outdoor play is provided, although there is no planning or focus to what is taking place. As a result, children are mostly supervised but their play is not always supported. In addition, staff support is not always sufficient to promote children's thinking due to the infrequent use of open-ended questioning. Deployment of resources is appropriate, these being within reach of the children, and this, combined with equal participation in all activities, ensures a fully inclusive environment for all. Equality and diversity is appropriately promoted.

Relationships with parents are good. They can view their child's folder of work at any time and provide feedback to what is taking place with the child at home. The informative notice board, newsletter and the sharing of policies and procedures inform them about the service provided. This develops good two-way channels for communication. Comments from parents are very positive and include the progress their children are making. Managers are aware of the need to build meaningful partnerships with external agencies. The setting's commitment, enthusiasm and drive to bring about improvement and promote sound outcomes for children are a priority.

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

Practitioners' knowledge of the Early Years Foundation Stage means that satisfactory planning is in place to meet the individual needs of the children. Through the observations and assessments undertaken on children, they are supporting them in making satisfactory progress towards the early learning goals. However, the learning priorities are not consistently identified as practitioner's sometimes build on the activity children are interested in.

Children are happy and mostly secure as they take part in planned activities. They are engaged and occupied as they make choices from the resources, moving freely and enjoying their play. They benefit from a variety of activities as they play in the child-centred environment and access the continuous play provision, for example, sand, water and the mark making areas. They learn about diversity as they

celebrate their own festivals and those of others. They sound out numbers as they count from one to five outdoors and use their physical skills to jump up and down. As a result, they learn about using numbers in context. They sing with enthusiasm and gusto. Babies explore the room, seeking reassurance from staff, and are rewarded with cuddles and lots of comforting gestures, making them feel secure. Children delight in playing and learning in their individual rooms at 'Island Time'. They sit with their key worker and thread ribbons, count and delight in taking part in an enjoyable and focused activity. The safe and well-planned environment means they access the areas for continuous play, providing an inclusive environment.

They build a tower in the construction area as they use mathematical language, talking about bigger, higher and taller than, as they make comparisons. They build their skills for the future as they learn about the world around them, manage their own behaviour and develop their information and communication skills as they access the computer.

Children's understanding of good hygiene practices is developed as staff encourage them to take responsibility for their own needs. They discuss germs and promote good levels of independence. Children enjoy snack time as they choose their own snack and pour their own drink, supporting their independence successfully. This is a key strength of the setting. They are really well behaved and listen to staff as they line up to come in from outdoors. They gain a sense of belonging as their work is displayed, making them feel their work is valued. Practitioners support and praise children, enabling them to make choices in their play as they make satisfactory progress towards the early learning goals in a safe and enjoyable setting.

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?	3
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	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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

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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

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