

Northleigh Ascension Nursery

Inspection report for early years provision

Unique reference number	205292
Inspection date	16/05/2011
Inspector	Rachel Wyatt

Setting address	Ascension Church Hall, Somers Park Avenue, Malvern, Worcestershire, WR14 1XA
Telephone number	01684 567220
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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

Northleigh Ascension Nursery is a committee-run group that has been running since the 1960s. It operates from a church hall in Malvern Link, with access to an enclosed outside play area and a small garden in the church grounds. The nursery serves the local area and is open Monday to Friday from 9am to 3.30pm during school term time only.

The nursery is registered on the Early Years Register. A maximum of 26 children may attend the nursery at any one time. There are currently 44 children aged from two to under five years on roll, some in part-time places. The nursery supports children with special educational needs and/or disabilities. The nursery is also registered by Ofsted on both parts of the Childcare Register to look after children aged over five to under eight years.

Six staff work directly with the children. Of these, four have appropriate early years qualifications to level 3 and one member of staff has a level 2 qualification. The nursery also employs two lunchtime assistants. The nursery provides funded early education.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive and make excellent progress at this most inviting nursery where their needs are carefully assessed and expertly met. Highly effective partnerships with parents, carers and others, together with robust systems, ensure each child's welfare, learning and development are successfully promoted. Planning for improvement and self-evaluation are very effective. The nursery knows what it does well and what it needs to improve as a result of careful monitoring and accurate analysis of all aspects of provision, including taking account of parents' and children's views. Previous inspection recommendations and other areas for development are effectively tackled so that children and families always access high quality provision. Improvements are sustained because robust staff development ensures all adults have the confidence, knowledge and skills to carry out their duties and to manage change.

What steps need to be taken to improve provision further?

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

- consolidating assessment procedures in order to more clearly identify children's individual learning priorities.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded. The member of staff with designated responsibility for safeguarding and her colleagues understand how to protect children from harm. They know what to do if they have any concerns about a child's welfare or if an allegation is made against a member of staff. Policies meet requirements and safeguarding is discussed at every staff meeting, enabling the team to monitor any concerns and helping them to be confident to manage different scenarios. Robust recruitment and staff development also ensure all adults are suitable and well-equipped to carry out their roles. Documentation and record keeping are well-organised, ensuring the nursery obtains all required agreements and information about each child and so that parents are kept fully informed about their child's wellbeing.

Children and families access high quality care and education. The nursery is successfully led and managed by the dedicated and enthusiastic manager and staff. They work very well as a team and adeptly carry out their duties, including their specific lead roles for special educational needs, behaviour management, safeguarding and equality and diversity. Every day the manager and staff transform the premises into a most inviting environment for children and their parents. Sessions are rewarding and run smoothly, with children having a good balance of purposeful free-flow play and very well-organised and managed focus activities. Their wellbeing and high achievements are underpinned by skilled adult support and the provision of designated activity areas with linked resources and an attractive area where children can develop their own ideas for play. All staff give high priority to valuing children and ensuring they are fully included in all the nursery has to offer. Children can help themselves to a wealth of toys and these and activities are skilfully adapted to cater for each child's abilities, interests and learning styles. The member of staff responsible for equality and diversity is currently evaluating nursery resources to ensure there are sufficient appropriate books, toys and displays to support children's appreciation of different aspects of the wider community.

Positive outcomes for children are underpinned by the manager and staff's commitment to sustaining high standards. They rigorously monitor and evaluate all aspects of the nursery, clearly identifying areas to develop and successfully addressing these. For example, children's independence, choices, creativity and critical thinking have all been enhanced as a result of changes to the room layout following the team's review of the organisation and presentation of activities and resources. Staff development is linked to targets for improvement to ensure adults have the skills to drive and sustain changes. Children thrive as a result of the nursery's really positive relationships with their parents and carers. Their views about their child are valued and used to shape provision for their care and learning. Parents help to settle their child and throughout their time at nursery they are kept fully informed about their child's achievements, wellbeing and development. Parents contribute to nursery life in various ways, such as fundraising and providing toys and resources, including successfully collecting many vouchers used to extend the range of tools, containers and equipment for

the nursery garden. A parent comes in each week to teach the children French. It is clear from parents' responses that they have a high regard for the manager, staff and the quality of provision for their children. The nursery is also very committed to ensuring consistency and continuity for children who attend other settings and has well-established, successful partnerships with other providers and the schools children move on to.

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

Children flourish and make very good progress. Their care, learning and development are very ably promoted by the manager and staff who plan and organise a most rewarding curriculum in a stimulating environment. Children's starting points are clearly understood as a result of staff's observations and discussions with parents. Staff's consistent observations are used to highlight each child's interests and achievements, and to identify key targets for all children's development such as the current focus on promoting their colour recognition, ball skills and awareness of boundaries and routines such as effective hand-washing. However, assessments contain less precise information about each child's next steps to include in planning. This has limited impact as staff know children very well and ably adapt activities and resources to cater for their differing abilities and levels of understanding. This is demonstrated particularly well when children focus on particular activities in small groups with their key person. For instance, children competently discuss and complete activities depicting the lifecycle of butterflies, and relish challenging problem-solving games, puzzles and pattern-making activities. Provision for children with special educational needs and/or disabilities is exemplary. Staff promptly identify those children who need additional help, for example, to settle at nursery, to behave well or to develop clear and confident speech and language. Individual achievable targets are agreed and followed for each child, and the nursery's early intervention enables most of them to progress well without any further help. Where further help is needed, the nursery's Special Educational Needs Coordinator (SENCO) follows up well-established links with other professionals to agree strategies and implement tailored support.

Children develop very good skills for the future. They show high levels of independence in their play, in seeing to their personal care and in making choices. Children are keen to join in activities, and they are active, purposeful learners who really concentrate and persevere. They listen attentively, take turns in speaking and respond readily to challenging tasks or questions. Children take pride in completing activities such as games and puzzles and eagerly show others what they have made such as their elaborate block play models. Staff and children celebrate and record their work, for example, by taking photographs. Children behave very well. They readily respond to staff's requests and are kind and helpful, for instance, assisting with watering plants, finding resources such as glue sticks or scissors for activities, and tidying away toys. They form good friendships and play harmoniously. Children learn respect for each other's differing abilities and backgrounds. Activities, discussions and resources, such as posters, books and musical instruments are used well to promote their awareness of the wider community and diversity. Children take part in community activities, including fetes

and fundraising. They enthusiastically help to look after their environment by gardening, recycling paper and making compost. Children are curious and enjoy finding out how things change, react, fix together and work. They confidently use the nursery's sound system as they listen attentively to a favourite story and turn the pages of the book at the same time. They adeptly follow simple programmes on the laptop. Children are very imaginative and creative. They draw and paint expressively, make interesting structures and models from varied materials and construction toys, and they love to dress up and act out scenarios in inviting role play areas. Children enthusiastically join in songs, rhymes and music and develop an appreciation of rhythm and beat.

Children's welfare is promoted very well. Their care, health, dietary and cultural needs are fully understood and effectively met at nursery. They have prompt appropriate treatment from first aid trained staff if they have an accident, become unwell or need medication. Clear records are kept of accidents and medication and the details shared with parents. Children really understand why it is important to lead a healthy lifestyle. They know why and when they must wash their hands properly. They relish being outside, enjoying gardening, investigating their surroundings and being physically active. Children adeptly balance, climb and move in different ways. They competently steer, pedal or scoot along on wheeled toys, showing good spatial awareness. Children make healthy choices about what to eat and drink and grow their own fruit and vegetables in the nursery garden. They are kept safe as the premises are secure and free from hazards. Robust risk assessments and regular safety checks are used to effectively monitor children's overall safety, with prompt action taken to address hazards. It is clear children feel emotionally secure at nursery and have positive relationships with the caring staff. Children also know how to behave in ways that are safe for themselves and others. They safely use and store tools such as scissors and gardening equipment and park wheeled toys in a designated place when they have finished using them. Through discussions and practices they know about other aspects of safety such as road safety and what to do in an emergency.

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

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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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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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