

University of Chester Nursery - Warrington Campus

Inspection report for early years provision

Unique reference number	EY315211
Inspection date	19/05/2011
Inspector	Shirley Monks-Meagher
Setting address	Crab Lane, Warrington, Cheshire, WA2 0DB
Telephone number	01925534295 Direct Line is 01925 534 295
Email	
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

The University of Chester Nursery-Warrington Campus was registered in 2006 and is owned and managed by the University. The nursery operates from a single storey building on the Warrington Campus of the University of Chester. It has three base rooms, a dining room and a secure area available for outdoor play. The nursery serves the students and staff of the university and the general public.

A maximum of 48 children under eight years may attend the setting at any one time. Of these all can be in the early years age range. There are currently 40 children attending who are within the Early Years Foundation Stage. Of these, 17 receive funding for early years provision. The setting also offers care to children aged over five but currently no older children attend. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery currently supports children with special educational needs and/or disabilities, and who speak English as an additional language.

The nursery opens Monday to Friday all year round, with the exception of Christmas and statutory holidays. Sessions are from 8am until 6pm. Children are able to attend for a variety of sessions.

The nursery employs 12 members of childcare staff. Of these, all hold appropriate early years qualifications to a minimum of Level 3. One member of staff is an early years graduate. In addition there are two support staff and kitchen staff from the university to complete the staff team.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and secure in the nursery enabling them to play, explore and make progress in their learning. Children's health, safety and care needs are well met. Strong working partnerships with parents, carers and relevant professionals supports the staffs' understanding of children's individual backgrounds and needs. Reflection and self-evaluation is becoming embedded in staff practice as a means of continually improving the quality of the provision and the outcomes for children.

What steps need to be taken to improve provision further?

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

- display children's work throughout the nursery to foster children's confidence and self-esteem
- ensure children's personal information, such as dietary requirements, are not

- on public display
- match observations to the expectations of the early learning goals to appropriately identify children's next steps and tailor the planning to meet their individual learning.

The effectiveness of leadership and management of the early years provision

The manager and staff keep children safe and secure through the implementation of effective policies and procedures which underpin their practice. The staff has a good understanding of child protection issues and the procedures to follow in the event of such concerns. Rigorous systems are in place for managing the recruitment, vetting and induction of staff and strategies to monitor their ongoing suitability are effective. In-depth risk assessments, which cover all areas, equipment and outings, enable children to safely enjoy a wide range of activities whilst taking controlled risks and developing their own safety consciousness. All the staff are qualified in first aid ensuring they can act quickly and appropriately in the event of an accident. All accidents and incidents are clearly recorded, shared with parents and monitored monthly as part of the risk assessment procedures. A clear registration system for children, staff and visitors ensures managers have an accurate picture of who is in the nursery at all times. Entry and exit from the premises is managed effectively. The effective deployment of staff ensures children are well supervised. Children are cared for in a safe and secure environment.

The manager at the setting takes a collaborative approach to reflection and self-evaluation and includes staff, children, parents and other professionals in the process. Self-evaluation is a set agenda item, along with safeguarding at the team meetings and parents' views have been sought both verbally and via questionnaires. Strengths are identified accurately and some areas for development are prioritised appropriately. For example, children's outdoor play opportunities. Effective action plans are in place, including staff development plans and the purchasing of new resources. As a result of the action already taken children are able to engage in stimulating learning experiences and physical activities outdoors on a daily basis. Robust attention has been given to addressing the recommendations from the last inspection and this has improved children's health and safety. In addition it has helped them to become aware of the diversity of our communities and develop positive attitudes towards others. Effective staff monitoring systems are in place and their individual performance development reviews inform the nursery training plans.

Staff establish positive relationships with parents, carers and other professionals and providers. Good levels of information are sought from parents at the outset to support children in their settling in. Key workers are assigned and introduced to parents to begin the process of relationship building with parents and the child. These processes enable the staff to respond effectively to care needs and establish children's starting points. Staff are clear about the wider aspects of the key worker role, such as attachment and bonding with a significant adult and the vital part it plays in children's emotional health and security. There are displays of photographs of children undertaking activities, However, there are no displays of

children's own work to celebrate their achievements and build their confidence and self-esteem. In addition, some displays include information about children which breaches their confidentiality. Parents are kept up to date with their children's achievements through accessible learning journey files, summary progress reports and parents' evenings. They are able to become involved in their children's learning in many ways. For example, home/nursery bears, the loan of story sacks and Every Child a Talker (ECAT) activity book. The nursery share professional information effectively with other professionals and agencies. For example, the speech and language therapist and teachers at the local schools when children are moving on.

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

The staff team at the nursery have a sound understanding of the Early Years Statutory Framework and how children learn through meaningful play opportunities that interest them. They use this understanding to make sensitive observations of children which they link to areas of learning and then identify future learning from this information. However, as the observations are not matched to the expectations of the early learning goals many are not focused and staff do not then identify next steps accurately. In addition, activities in the pre-school room are not tailored to meet children's individual learning because staff use a different system which plans for group learning rather than the individual learning needs of a child. This means children are not always challenged appropriately and may have gaps in their learning.

The children are encouraged to behave in ways that are safe for themselves and others and are beginning to develop a sense of responsibility as they help to tidy away toys after play or set tables ready for lunch. Frequent emergency evacuation practise ensures they know how to leave the building quickly and safely when the alarm sounds. Children's kind and considerate behaviour is encouraged and praised, for example when the children take turns fairly to fill their containers from the outside tap. The play materials, activities and resources are raising children's awareness of similarities and differences. This is helping the children develop positive attitudes towards others. Children's language skills are developing as staff engage in play with the children and take time to listen to them. Those who work with the younger children consistently talk to them and they smile and babble in response.

The well-organised, child-friendly base rooms and outdoor play areas enable children to explore and play in comfort. They clearly know what is available and confidently select activities, toys and resources that interest them from the continual provision both indoors and outside. Babies pull themselves up on sturdy equipment and practise their walking skills, children paint with brushes of all sizes and design and build using recycled materials and commercial kits. Children learn about shape as they fit objects through sorters, and volume and capacity as they fill and empty containers of various sizes. Children are developing attitudes and abilities which will help them in their future learning.

Good methods are used to encourage children to adopt healthy lifestyles. These young children follow effective hygiene routines including regular hand washing and are knowledgeable about germs and the effect of sugar on their teeth..The nursery promotes healthy eating; meals are freshly prepared, appetising and nutritionally balanced. Mealtimes are a positive, social occasion. Children demonstrate a positive attitude to being active and benefit from frequent access to the outdoor play area where they Kick and throw balls, climb up, under and over the climbing frames and manoeuvre wheeled toys with confidence. Children benefit from playing outdoors in the fresh air whatever the weather and freely access, and understand the need for, appropriate equipment, such as Wellingtons, sun hats and sun creams to protect themselves.

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	2
The effectiveness with which the setting promotes equality and diversity	3
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	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	2
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