

Newlands Nursery

Inspection report for early years provision

Unique reference number	EY361733
Inspection date	20/06/2011
Inspector	Sandra Williams

Setting address	6-8 Winchester Avenue, Lancaster, LA1 4HX
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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*.

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Description of the setting

Newlands Nursery is a privately owned day nursery. It has been registered by the current owners since 2007 and is on the Early Years Register. The nursery operates from two playrooms on the ground floor of a two storey property in Lancaster. Children also have access to an outdoor play area.

A maximum of 26 children in the early years age range may attend the nursery at any one time. There are currently 30 children on roll, of whom 12 are in receipt of funding for early years education. The nursery is open each weekday from 8am until 6pm for 50 weeks of the year. The nursery supports children with special educational needs and/or disabilities and children for whom English is an additional language.

The nursery employs seven members of staff who work with the children, all of whom hold appropriate early years qualifications to a minimum of National Vocational Qualification Level 3. The two managers also hold early years foundation degrees. The staff are currently working towards the Step into Quality Award.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's needs are very well met at this homely nursery because their unique qualities are recognised and respected by the staff. They are making good progress in most areas of their learning and development. Children are safeguarded well as most of the safety procedures are in place. Effective partnerships with parents and other providers effectively promote a consistent approach to the children's care and learning. The self-evaluation and monitoring systems ensure continuous improvement and the staff have a clear understanding of their strengths and areas for development.

What steps need to be taken to improve provision further?

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

- continue to develop the outdoor play space to enhance the continuous outdoor provision
- review the risk assessment to make sure it includes anything with which a child may come into contact, such as the damaged floor covering in the baby room
- improve the system for tracking children's progress in their learning and development.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the staff have undertaken safeguarding training and have a good understanding of their responsibilities for keeping children safe. Clear procedures are in place to ensure any concerns about the children are dealt with effectively. The thorough recruitment procedures ensure that the staff are suitable and safe to work with children. Children are kept safe due to the vigilance of the staff and the good levels of supervision provided. Risk assessments are thorough and minimise risks to children while in the setting and on outings. However, the floor covering in the baby room is currently damaged and poses a tripping hazard. Emergency evacuation drills take place regularly to ensure that all children are fully aware of the procedures to follow in the event of an emergency.

Staff work hard to encourage close partnerships with parents and carers. Parents receive very good information about the setting, such as a very informative welcome pack and information displayed on the notice board. There are good systems in place for gathering information about the children's development prior to them starting at the nursery. The parents complete the 'all about me' forms so that the staff get to know the children's individual needs. The parents are encouraged to be involved in their children's learning as they are invited to open days and they receive termly reports about their children's progress. The staff also have very positive links with other providers and agencies, such as staff at the nearby primary schools, the special needs coordinator and health professionals. This ensures that children and families receive a cohesive service.

The staff promote equality and diversity very well in this inclusive and welcoming nursery where children's individual needs are well known and catered for. Skilled and conscientious staff work hard to continuously provide a bright, colourful and stimulating environment. The key person system is well established so that staff provide sensitive and flexible individual care for all of the children. Those with additional needs are supported by committed staff who seek additional training when needed in order to meet all children's needs. Children learn about difference and diversity by integrating and playing with children from different backgrounds and with different needs. They also have access to a good range of multicultural toys, books and wall displays in different languages. The deployment of staff and resources is good and children are supported to make independent choices and move easily from one activity to another. The children have access to an outdoor play area which is well resourced, but is currently still in the process of being developed in order to provide a full range of outdoor play opportunities. The high level of commitment by managers and staff clearly demonstrates how they strive to maintain their professional development and continuous improvement through self-evaluation.

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

This friendly and homely nursery provides children with a stimulating and happy environment in which to learn. Staff welcome the children into the nursery and help them to settle by selecting their favourite toys and activities, which the children very quickly become engrossed in. The children feel very safe in the care of the staff, with whom they have developed close and trusting relationships. The staff teach the children about staying safe by setting simple rules. For example, they do not run in the nursery in case they fall or hurt somebody. They learn about protecting themselves when playing outside in the sunshine by wearing sun hats and applying sun cream. Outdoor play in the fresh air promotes the children's health and well-being. The children have plenty of opportunities to adopt healthy lifestyles by following good hygiene practices, such as washing their hands at appropriate intervals. They learn about making healthy choices as they enjoy nutritious snacks and home-made meals prepared on the premises by the cook. They are able to help themselves to drinking water throughout the day and they are aware of the need to drink water after playing in the sunshine. The children are very well behaved and they understand and respect the boundaries in place. They are encouraged to play nicely together and share the toys and take turns. Children feel valued and are praised by the nurturing and friendly staff.

Children are making good progress towards the early learning goals. They are well supported by enthusiastic and experienced staff who have a clear understanding of the learning, development and welfare requirements of the Early Years Foundation Stage. Planning for activities is clearly based on children's individual needs and interests. The staff undertake regular observations of the children's learning and this is recorded in their learning journeys. They effectively use this information to inform future plans for each individual child's next steps in their learning. However, the system for tracking each child's progress is not yet fully established or used consistently by all staff.

Children enjoy choosing from a good range of resources, both indoors and outdoors. They develop their independence skills as they put on their shoes before going outside to play. They develop good communication skills as they happily chat with staff about what they have done at the weekend. Children thoroughly enjoy listening to stories read to them by the staff. The numerous posters and labels displayed at low level in the playrooms provide good opportunities for children to begin to recognise letters and words and that words and letters carry meaning. There are many opportunities for the children to make marks with paints, chalks and crayons. They learn about the shapes of letters by using the tactile letters made from sandpaper. Children have a growing awareness of numeracy and problem solving as they count in everyday situations, such as how many plates are needed at snack time. They recognise numerals displayed on the wall. Staff count to ten, deliberately miss a number out and ask the children to work out which number is missing. Some children are also able to count backwards. They use height charts to measure how tall they are and they use tape measures and rulers to measure different objects. Children learn how to use everyday technology as they play on the touch screen laptop and other programmable toys. Their

knowledge and understanding of the world is developing as the children learn about different cultures and festivals, such as Chinese New Year and Diwali. Their creativity is encouraged in various different ways, such as, singing, playing musical instruments, making cards for special occasions and role play. Overall, the children clearly enjoy their time very much at this enjoyable nursery.

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?	2
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	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

Outcomes for children in the Early Years Foundation Stage	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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