

Eagley School House Nursery

Inspection report for early years provision

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Inspector

Janet Singleton

Setting address

The Old School House, Hough Lane, Bromley Cross, Bolton,
Lancashire, BL7 9DE

Telephone number

01204 309 857

Email

juliethor@googlemail.com

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

Eagley School House Nursery is owned by a private provider and was registered in 2003. It operates from the ground floor of converted premises in Bromley Cross, Bolton. The nursery serves the local area and has strong links with the school. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play for each of the age ranges attending.

The nursery opens Monday to Friday for 50 weeks of the year. Sessions are from 8am until 6pm. Children are able to attend for a variety of sessions. A maximum of 46 children may attend the setting at any one time. There are currently 89 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years to eight years. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting 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 setting employs 14 members of childcare staff. Of these, one holds appropriate early years qualifications at level 2, three at level 3, four at level 4 and two at level 5. There are also three staff qualified to level 6, of whom two hold the Early Years Professional Status, and one also holds Qualified Teacher Status. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Practitioners promote children's learning with outstanding success as they engage children in a rich and stimulating, child-orientated environment. The setting's highly effective assessment and planning means children are supported in their learning given their age and starting points. The positive learning environment is fully inclusive, safe and secure, promoting children's independence, outstanding behaviour and understanding of diversity. Through exceptional organisation of the policies and procedures, the safe and efficient management of the setting is supported. The management and staff team's commitment and enthusiasm mean that procedures for self-evaluation and continuous improvement are outstanding. Practitioners have outstanding and meaningful relationships with parents and others.

What steps need to be taken to improve provision further?

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

- ensure the programme to improve the planning system is implemented and consolidated to further improve the outstanding outcomes for children.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding are outstanding as practitioners are very clear in their responsibilities to protect children and through the exceptional supporting documents which clearly outline the procedures to follow should they have a concern. These include the whistleblowing procedure which is displayed at various points in the nursery for both parents and staff to access. Recruitment, vetting and induction procedures are robust and contribute to keeping children safe. The highly effective organisation and regular reviewing of the policies and procedures contribute to the overall safe management of the setting. The arrangements for maintaining a secure and safe environment, for example, risk assessments and daily risk assessment being completed, ensure a consistent approach is undertaken. The management team is highly qualified to support staff and drive the setting forward.

Practitioners make exceptional use of the resources as children play and learn in a child-centred and stimulating environment. The excellent organisation of the wonderful and inspiring outdoor area and the skilled educational programme for children mean that their individual needs and uniqueness are planned for. Outstanding promotion of equality and diversity is through the comprehensive documentation and the involvement of parents, children and other agencies in identifying children's individual needs. Through research conducted by the manager and as a result, the impact made in raising boys achievement means that outcomes for the children identified is significantly improved. Outstanding partnerships with parents contribute to the overall process of meeting children's unique needs. The sharing of the policies and their involvement in their child's assessment develops outstanding communication channels to provide a consistent and individual approach to all children, both in the nursery and at home.

The manager and practitioners' vision and commitment to improving outcomes for all children ensures a very clear and achievable plan for improvement is in place. This is based on the highly reflective self-evaluation form. Through the exemplary involvement of parents and children in evaluating the provision, this supports the continuous improvement of the setting in order to improve outcomes for all children. Through regular meetings and inspirational leadership the staff are supported to deliver outstanding outcomes for all children and to develop and reflect on the service provided.

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

Practitioners have an excellent knowledge of the Early Years Foundation Stage, which they use to plan an exceptional educational programme. The key worker observations and assessments promote children's learning as they use their highly effective skills to watch and interpret children's development. This comprehensive information is used to identify and track children's progress against the six areas of

learning. Individual planning for all children is part of the new procedures being implemented and is yet to be embedded. Parents' ideas and children's interests inform future planning to support children's individual learning requirements and provide for their uniqueness, supporting children's excellent progress towards the early learning goals.

Children are motivated, happy and thoroughly enjoy their time at the nursery. They make significant gains in their learning as they make excellent choices from the outstanding range of resources. They are very secure with staff and actively involve them in their play and seek their reassurance. Babies delight in exploring the treasure baskets and make connections in their learning as they bang pans and lids together. They sit and listen to staff singing as they try to copy the movements, moving arms and clapping with excitement and concentration on their faces. This is immediately rewarded with claps and lots of praise from staff as their self-esteem and confidence is promoted. Toddlers are enthralled as they take part in the letters and sounds programme. They are completely engaged and support each other, working together to find the correct pictures. They sit and listen to the sounds and find the picture that corresponds with that sound, for example, the bark sound to the picture of the dog. Older children find their name to self-register, writing their name on the board to demonstrate they are present. They confidently use mathematical language in their play, for example, longer, bigger and shorter than. They count competently and some children recognise most numerals. At story time they sit and listen, being involved in the story and contributing to the storyline. They are exceptionally well behaved as they follow the golden rules, managing their own behaviour. They follow and understand the routine of the day, with this being displayed in pictorial form to support them in understanding what is happening. The involvement of the children in discussions about keeping safe and their partaking in the evacuation procedures ensure they are building their understanding of keeping themselves safe.

They talk about differences, freely access resources representing diversity and observe positive images of people in society. Through planned activities to explore other cultures, for example, Russian, Spanish and Indian themes which include food tasting, music and dancing, they learn about people of the world. They competently access the information and communication technology. The children are excited and motivated when using the outdoor environment as they explore the sensory garden, climb the climbing equipment and explore the areas of continuous provision outdoors. The outdoor environment is a wonderful, well-planned area and fully promotes children's imagination. By engaging in everyday activities, for example, hand washing, teeth cleaning and taking part in the clearing up process after their healthy lunch and snacks, children learn outstanding health practices.

Practitioners work with and praise children, being highly sensitive and skilled in their management of the children. As result, children are making outstanding progress towards the early learning goals as they develop the necessary skills for the future, becoming active and independent 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

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

The quality of the provision in the Early Years Foundation Stage	1
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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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