

Cuerden Nursery School

Inspection report for early years provision

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Inspector Andrea Paulson

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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

Cuerden Nursery School is managed by a private provider and was registered under the present owner in 2007. The setting includes early years provision and out of school care. It operates from a self-contained classroom, the school hall, computer suite and designated classroom within Cuerden Church School in Bamber Bridge, Lancashire. The adjoining church room is also accessible. Children have access to enclosed outdoor areas.

The setting is registered to care for a maximum of 60 children aged from two to under eight years at any one time. All of whom may be in the early years age group. The setting also offers care to children aged eight years to 11 years, of whom there are currently eight on roll. The setting currently limits the number of children in the early years age group to a maximum of 24 who may attend at any one time. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting is open Monday to Friday from 8am to 6pm with the exception of bank holidays and one week during the Christmas period. There are currently 71 children aged from three to under eight years on roll, 42 of whom are in the early years age group. Children attend for a variety of sessions and the setting receives funding for the provision of free early education to children aged three and four years. The setting supports children who speak English as an additional language.

There are seven members of staff who work with the children for various sessions. The manager holds a relevant qualification at level 4 in early years, four members of staff hold a relevant qualification at level 3 in early years and one member of staff is working towards a relevant qualification at level 2 in early years. Support and training is obtained from the local authority Sure Start development team and the host school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in this inclusive and welcoming setting where effective staff interaction ensures that individual needs are met well. Overall, the stimulating environment provides interesting and challenging learning experiences to support their development. Children's health and safety are ensured through mostly consistent practices. The strong partnerships with the host school, parents and carers contributes significantly to children's smooth transition to school and the continuity of their care and learning. Comprehensive policies and procedures have been recently reviewed and are implemented well to support children's welfare. Self-evaluation systems are used well to identify areas for development, demonstrating a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further procedures to ensure regular evacuation drills are carried out
- develop further an environment, which is richer in print where children can learn about words with specific regard to using names and labels on individual trays.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well because of strong leadership, knowledgeable staff and the consistent implementation of thorough policies and procedures. The robust recruitment procedures ensure that all staff are checked for their suitability. Risk assessments and daily checklists identify and resolve hazards to keep children and adults safe. Staffing ratios are good and children are well supervised at all times. However, regular evacuation drills are not carried out, which has a small impact on raising children's awareness of how to help themselves and others in an emergency. The continuing professional development of staff means that children benefit from their increased knowledge and skills. Significant developments include the deployment of resources to improve the learning environment, and improving systems to plan and assess children's progress. The self-evaluation process includes input from staff, the host school, parents, carers and children. In this way, areas for improvement are identified and implemented to further enhance the quality of the provision for children.

Skilled and conscientious staff work hard to maintain a bright and colourful environment. The stimulating range of activities maintains children's interest so that they are fully engrossed and actively participate in this well-organised free-flow setting. The key person system is well-established and ensures that each child's unique qualities and differences are valued, with staff providing sensitive and flexible individual support. This is particularly evident for children who speak English as an additional language. Staff promote and support equality and diversity well to help children understand the society they live in.

The happy and friendly environment includes a familiar routine so that children settle well. Staff have a secure understanding of the advantages of liaising with other professionals to meet children's individual needs. The partnerships with parents and carers and the host school are strong and well-established. Parental feedback is highly positive. They appreciate the interesting activities provided, the progress their children make and the enjoyment they gain from being at the setting. In addition, they acknowledge the hard working staff and the flexible, individual care provided.

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

Children's learning and development are promoted well through clear planning which ensures good progress for each child. Observations are used well to plan the next steps of children's learning and effective monitoring ensures an equal balance across all the areas of learning. Staff are good role models and provide children with stimulating experiences so that they enjoy and achieve well.

Children's personal, social and emotional development is fostered well. They enjoy confident interactions with other children and adults so developing positive relationships and social skills. Children feel valued and grow in self-esteem when their work is displayed. The environment is generally rich in labelling so that children become familiar with simple words. A minor exception is that their individual trays are named but have no related labels, such as photographs to help all children identify their own tray. They link letters and sounds during action games and rhymes.

Children develop numeracy and problem solving skills as they compare big and little spiders and do simple calculation, such as addition. Their knowledge of the world increases through resourceful activities as they plant flowers to learn how they grow, discover what floats and sinks in the water tray and study a crane fly in the spyglass. They become aware of their community and the wider world through outings and by celebrating festivals and birthdays. As they explore colours, shapes and textures using different materials children's creativity is enhanced.

Children have much freedom of movement indoors and outdoors so that they build physical skills and benefit from daylight and fresh air. They develop coordination and manipulation skills during active outdoor play and show increasing skill in the use of small tools. Children learn to keep themselves well as they put on sun cream and follow good hygiene routines. They keep safe as they know not to run indoors and learn how to use toys safely. Children have a choice of fruits at snack time and enjoy nutritious meals for lunch so that they become aware of healthy foods. Children use computers, cameras and programmable toys with increasing skill. In this way, they develop skills for the future while having fun in this good quality 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?	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

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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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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