

# Tottington Nursery School

Inspection report for early years provision

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**Unique reference number**

EY415315

**Inspection date**

04/08/2011

**Inspector**

Wendy Fitton

**Setting address**

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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**

Tottington Nursery School was established in 1990 and ownership was passed to the owner's children in 2010. The current nursery manager has been in position since the nursery opened in 1990. It operates from two buildings to cater for children from birth up to five years. Both buildings are within 25 metres of each other. The premises are situated in the Tottington area of Bury, Lancashire.

The nursery is registered for a maximum of 98 children on the Early Years Register. There are currently 151 children on roll in the early years age range. The nursery provides funded early education for three- and four-year-olds. They are open five days a week from 7.30am to 6pm. All children have access to secure outdoor play areas.

There is a team of 33 staff, including a nursery manager, two deputy managers and the company directors, of these, one staff member has completed a BA (Honours) Degree in Education and Inclusion and another is working towards this. Two team members have achieved a Foundation Degree in Early Years and Childhood Studies, of which one is also currently working towards her BA (Honours) and another is currently working towards the Foundation Degree. One staff member has a National Vocational Qualification (NVQ) at Level 4 in Childcare and a further three members are studying towards this. Of the remaining staff, 24 are qualified to NVQ Level 3 and two members are working towards this. Support staff are employed for site maintenance, cooking meals and cleaning.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children are extremely well cared for in a highly stimulating and child-centred environment. Meticulous organisation of the educational programmes, which are highly innovative, reflect rich, varied and imaginative experiences for all children. There are superb partnerships established with both parents and carers, with effective links to other providers and professionals to meet children's welfare and development needs very well. The system for evaluating the quality of the provision is outstanding with plans for the future, to strive to maintain the excellent quality of the provision.

## **What steps need to be taken to improve provision further?**

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

- developing further and continue to promote the exceptional effectiveness of the provision, the future planning to secure even further improvements to retain the outstanding quality of the organisation.

## **The effectiveness of leadership and management of the early years provision**

Children are protected and safeguarded through the robust policies and procedures that are in place to ensure those working with children are safe to do so. The nursery's safeguarding policies are highly comprehensive and staff have excellent understanding of their role and duty in keeping children safe from harm. Staff are suitably vetted and cleared to work with children. They are highly experienced and qualified in all aspects of learning and welfare of young children. There are very detailed risk assessments and excellent health and safety practices. The quality and provision of resources, environments and equipment is exemplary and children clearly benefit and thrive, as a result of the setting they are in. There is enthusiastic involvement from all staff and management in team meetings to actively discuss and share their ideas and to continue working towards the visions and values of the nursery. There is an inspired vision for the nursery, as staff, management and directors are enthusiastic and inspired to provide outstanding quality childcare. There is exceptional reflection on what is provided and, therefore, the capacity to maintain continuous improvement and enhance all aspects for children is first class.

Partnerships with parents and other professionals are superb. A wealth of important information is gathered from everyone involved with children, in order to gain an excellent understanding to meet individual needs. The local authority childcare extended services team support the nursery in new initiatives and keep them up to date to improve any practices to benefit children's learning and welfare. There are strong links with local children's centres and local primary school teachers to support children in their transition to school. The nursery has a highly positive relationship with parents to involve them in all decision making on key matters about the organisation. They are fully informed about their child's settling-in routines, their achievements and progress. Parents' comment extremely positively about the service they receive and the access to the wealth of information around the environment, the newsletters and exceptional communication, openness and friendly manner from staff.

The nursery places utmost priority in the promotion of equality of opportunity. Staff are highly skilled in ensuring that all children are well-integrated and that the development of all children in relation to their starting points is consistently good. Staff have excellent understanding and knowledge of each child's background and their needs and inspire children to learn about the world around them and the society and community they live in.

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

Staff have exceptional knowledge and understanding of the learning and development requirements. They inspire children's learning through rich, varied and imaginative activities and experiences. The planning of the learning

environment is exemplary and enhances all aspects of the Early Years Foundation Stage curriculum. Children make rapid progress as they play freely and spontaneously in the well-planned, vibrant environment. Staff respond positively to the information provided by parents and plan enthusiastically for individual learning needs and interests. Each child is assigned a key person to be responsible for their development, routine care practices and the liaison with parents. All children have a learning journey and this displays photographs of children during their play. The observations are linked to the six areas of learning which are then evaluated to identify any gaps and the next steps to support children as they progress towards the early learning goals. Children play a dynamic role in their learning and are involved in putting forward ideas and suggestions in the questionnaires they complete with their parents.

Children show a very strong sense of belonging and are exceptionally safe and secure within their own environment and with their key person. The high quality adult interaction and the outstanding organisation of routines, helps and supports children to gain a strong sense of security. Children thoroughly enjoy visits from the community support police officers, fire fighters and learn how to keep safe in the home and when outside. All children understand the importance of following robust personal hygiene routines. They show an excellent understanding of healthy eating and the importance of fresh air and exercise. Children have a healthy nutritious diet, with freshly prepared food made daily on the premises. Permanent snack tables are set up in the different areas to enable the children to make healthy choices from fruit and access fresh drinking water. All children have access to the outside areas and continuous provision is accessible throughout the day, both inside and outside, to ensure all children are able to have fresh air everyday.

Children are enthusiastic about making their own choices throughout the continuous provision. They are extremely confident and self-assured as they see their own artwork, pictures and photographs displayed around the environment. All children are valued and respected and show sensitivity to differences. They are involved in fund raising for children in other countries and for children who are in different family situations than their own. They learn about the world and different people through books, dolls, dressing-up clothes and through discussions during circle times. They respond to simple instructions and learn about their own independence and develop excellent social skills when helping to tidy up, serving drinks and making friends. Children enjoy taking part and build their confidence as they develop skills for the future in the specific aspects of the curriculum. They explore their surroundings and investigate through information and communication technology, literacy and numeracy.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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