

# Anderton Day Nursery

Inspection report for early years provision

---

<b>Unique reference number</b>	309213
<b>Inspection date</b>	04/10/2011
<b>Inspector</b>	Denise Sixsmith

<b>Setting address</b>	St Josephs Old School, Bolton Road, Anderton, PR6 9LX
------------------------	---

<b>Telephone number</b>	01257 474211
-------------------------	--------------

<b>Email</b>	
--------------	--

<b>Type of setting</b>	Childcare on non-domestic premises
------------------------	------------------------------------

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Anderton Day Nursery was registered under the current private ownership in 2002. It operates from St. Josephs Old School in the Chorley area of Lancashire. The children have their own base rooms and have access to a large hall and a fully enclosed outdoor area.

The nursery is registered to care for a maximum of 62 children in total, aged from birth to eight years. Children are taken and collected from local schools to attend the out of school provision. The nursery is open each weekday, from 7.30am to 6pm for 50 weeks of the year and closes for bank holidays. Children are able to attend for a variety of sessions. A maximum of 62 children may attend the nursery at any one time. There are currently 122 children attending, of which 67 are within the early years age group. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. Funded early education is provided for three and four-year-olds. The nursery supports children with special educational needs and disabilities.

There are 23 members of staff, all of whom hold appropriate early years qualifications at level 2 and 17 at level 3 or above. One of the managers holds Early Years Professional Status. The nursery receives support from the local authority and is a member of the Pre School Learning Alliance.

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

Overall the quality of the provision is good.

The nursery provides good quality care, learning and development for children in a welcoming and inclusive environment. Children settle with ease as they benefit from having their individual needs met effectively by staff. Partnerships with parents are very good as staff take time to form positive relationships with all children and their families. The providers, management and staff strive for improvement through ongoing training and continuous evaluation. They are confident about what they need to do to move forwards to continue to improve outcomes for all children.

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

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

- develop further the outdoor area, with particular regard being given to providing more challenging climbing experiences for the older children
- enhance the systems for the organisation of the nursery by developing the self-evaluation process by incorporating more input from staff, parents and children to support ongoing improvements.

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

Staff are committed, enthusiastic and skilful practitioners. They follow effective procedures to safeguard the children in their care. There is a clear line of responsibility for reporting concerns about children's welfare and staff are clear about their duty to report such concerns. Two staff have undertaken specific training for nominated safeguarding officers. Safe arrivals and departures including a thumb print recognition entry system to the building further safeguard children. A number of staff hold current first aid certificates to ensure that accidents are dealt with appropriately. Risk assessments are undertaken of all child-accessible areas and of the outings undertaken. In addition, staff ensure that required records, policies and procedures are in place and systematically completed to underpin the safety and welfare of the children. The environment is conducive to learning with indoor resources and child-height storage being used very well to achieve planned goals in children's learning, and development. Whilst the outdoor area has been refurbished since the last inspection, it is not as fully conducive to all aspects of learning and development as the indoor environment.

Good regard is given to sustainability with evolving plans for development in place. Established links with other providers ensure smooth transitions for children. The nursery team place the promotion of equality of opportunity at the centre of their work and effectively help children to learn about the wider world. Staff have a very good knowledge of each child's background and needs. Consequently, the outcomes for children and their experiences are positive. The systems for evaluating the service ensure that achievable steps are in place to promote improvement and quality, for example, the plans to build on the Step into Quality Award through undertaking a Quality Assurance Scheme and the plans to improve the access for the older children to the outdoor area. However, staff and others' input into the self-evaluation process is less well developed than it could be. All recommendations made at the last inspection have been implemented to improve the safety and learning outcomes for the children.

Good partnerships are in place with parents. Staff, parents and carers are proactive in sharing information about children's learning and ongoing welfare needs, for example, through the use of the parent's noticeboard, the nursery and home link boards in each room as well as nursery newsletters and questionnaires. Very informative daily exchanges about the children's day take place, as well as individual meetings to discuss children's development. This ensures that parents and their child's key person effectively build on what children know and can do. Parents spoken to state that all staff are very approachable, helping them to support continuity of care for each child. They feel that their children are safe and happy and praise the 'kindness, patience, support and love' shown by the staff. All parents stated that that they had recommended the nursery to family or friends.

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

All children are supported to make good progress in their learning and development. Detailed written observations, photographs and samples of children's creations are combined into a learning journey record for each child. Effective tracking ensures that children progress very well towards the early learning goals. This ensures that children make good progress in developing the skills they need for future learning. Children are happy, settled and eager to learn, and readily engage in their own play, both independently and with others. Staff are readily on hand to support and enhance learning opportunities as they arise. Children enjoy exploring number language as they confidently use number names in sequence and count the fingers on their hands, as well as informing the inspector how old they are. Children readily link sounds and letters as they enjoy identifying the objects in the bag that begin with the sound 'a', such as 'apple', 'avocado', 'ant' and 'alligator'. Staff ask sensitive open-ended questions, extending play and promoting the children's thinking and communication skills very well. Problem-solving is undertaken regularly during all aspects of their play and daily routine.

Children are motivated to enjoy learning and exploration through a broad range of activities, and to investigate objects and materials by using all of their senses. For instance, they enjoy creating paintings and collages using a variety of natural and creative media. All children are valued and engage in a wide range of activities and experiences, which help them to value diversity, for example, through books, jigsaws, empathy dolls, puppets and small world figures which are incorporated into the daily resources. Outings in the local community, as well as decorating part of the church to celebrate the Harvest Festival, enhance their knowledge and understanding of the wider world.

Children thoroughly enjoy attending the nursery and make choices. For example, they chose to play on the computer, model hedgehogs with play dough and dry spaghetti, dress up and look after the dolls in the domestic play area or sit with the staff to enjoy a story. Babies have access to a range of good quality, stimulating treasure baskets to explore different textures and shapes. Further opportunities to develop their learning are provided through the exploration of crunchy cereal, sand and finger paints. The busy toddler rooms promote children's confidence and independence, as well as their language, creative and exploratory development through paint, foam, water and sand. A stimulating and comfortable environment tailored to the children's age range and stages of development ensures they make good progress. All staff throughout the nursery work hard to fully support the children.

Children demonstrate a willingness to keep themselves and others safe through their good behaviour. They show a strong sense of security and belonging to the nursery. Staff set good examples and, as a result, children are very well-behaved, polite, kind to one another and are learning right from wrong. Children follow simple safety rules and practise evacuation drills to ensure they know what to do in an emergency. Children readily tuck into a freshly cooked main meal and a range of snack items that promote healthy eating. All children are developing a

good awareness of the importance of following appropriate hygiene procedures to maintain their good health, and older children clean their teeth in the afternoon. Children wash their hands thoroughly at appropriate times, with support from adults as required, and help themselves to drinks of water throughout the session.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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
--	---

### Outcomes for children in the Early Years Foundation Stage

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **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
--	-----