

# New Life Nursery Group

Inspection report for early years provision

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**Unique reference number** 305210  
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**Inspector** Jan Linsdell

**Setting address** Danesford Community Centre, West Road, Congleton,  
Cheshire, CW12 4EY  
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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

New Life Nursery Group was registered in 1987. The pre-school is run by the trustees of New Life church and operates from three rooms within Danesford community centre in Congleton, Cheshire. Children have access to secure outdoor play areas. The pre-school serves children from the local community. It is open Monday to Friday from 9.30am to 12.30pm during school term time.

The pre-school is registered by Ofsted on the Early Years Register. A maximum of 45 children aged from two to five years may attend the pre-school at any one time. There are currently 52 children on roll within the early years age range and of these, 20 receive funding for free early education. The pre-school supports children with special educational needs and/or disabilities.

The pre-school employs 12 members of staff including the manager. Of these, two staff hold qualified teacher status, the manager holds a management qualification at level 4, eight staff hold appropriate early years qualifications at level 3 and two hold appropriate early years qualifications at level 2. The pre-school receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time in the pre-school and make significant gains in their learning and development. An excellent range of resources and activities are on offer, thus creating a highly stimulating environment for children to explore. High priority is given to promoting equality and diversity and establishing excellent partnerships with parents and carers. Overall, effective systems are in place to promote children's safety and welfare. Self-evaluation is successful and development plans and monitoring systems demonstrate the pre-school's strong capacity for maintaining continuous improvement.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure the record of risk assessment is reviewed regularly, at least once a year or more frequently where the need arises (Documentation). 18/10/2011

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

- carry out regular fire evacuation drills and record details of any problems encountered and how they were resolved.

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

Effective recruitment and vetting procedures ensure all staff are checked for their suitability to work with children and students are not left unsupervised. Staff demonstrate secure knowledge and understanding of safeguarding procedures, thus ensuring children are protected from harm. They are very vigilant and closely supervise the children at all times. Effective risk assessments are conducted and action is taken to eliminate hazards but the record of risk assessment is not regularly reviewed and updated. This is a breach in requirements, however, this has no impact on the safety and well-being of the children.

The manager shows a strong commitment to delivering high standards of care and education for all children and enthusiastically drives improvements. For example, children benefit from new kitchen and bathroom facilities, independent access to outdoor play space and one-to-one support where needed. Effective systems for self-evaluation highlight the setting's strengths and development plans reflect where further improvements can be made. High-quality indoor and outdoor learning environments are well-organised and equipped with an excellent range of interesting resources to support children's learning.

The team's commitment to promoting equality and diversity is excellent and they are highly successful in working with parents, carers and other agencies to ensure the needs of children with special educational needs and/or disabilities are fully addressed. This promotes children's full participation and enables them to achieve as much as they can. Staff also engage with parents and carers extremely well, building close relationships and keeping them well-informed about their children's ongoing progress. Parents and carers are highly complimentary about the pre-school, particularly about the staff and the 'fantastic care' they provide for the children.

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

Staff are well-qualified and demonstrate secure knowledge of how to successfully support children in their learning and development. Children thrive because of the setting they are in and the continuous provision of resources means they enthusiastically join in with activities and have lots of fun. Effective systems for observation and assessment enable staff to plan activities to meet children's learning needs and interests. Learning journeys and detailed summary reports demonstrate the very good progress children make across all areas of learning.

Staff get to know the children really well and their high level of care, support and attention enables children to feel very safe and secure. Children develop good awareness of safety issues but the infrequency of fire drills means they do not practise emergency evacuation on a regular basis. Nevertheless, other opportunities are provided to support children's understanding of safety and

people who help us, such as, visits from the emergency services. Children learn to appreciate the importance of developing a healthy lifestyle. For example, they wash hands, eat healthy snacks and help themselves to drinks of water when they are thirsty. They enjoy energetic play on the top field and recognise changes in their body when they get out of breath.

Children's understanding of the world is developing well and this positively encourages their future skills. They enjoy planting vegetables in the garden and using a variety of electronic resources to support their understanding of technology. High priority is given to promoting positive behaviour and helping children to understand and respect each other's feelings. As a result, children learn to be inquisitive, confident and polite. Staff value children's efforts and contributions and make sure they have many opportunities to make choices and decisions in their play. They also help children to learn to appreciate and embrace each other's similarities and differences.

Children enjoy weighing and counting with the dinosaur bones, which supports their skills in problem-solving and numeracy. They delight in making noisy sounds on the music stand and have fun emptying and filling containers with water. Treasure baskets containing interesting sensory items and opportunities to free-paint at the easel, encourages children's creativity and imagination. Much emphasis is placed on developing children's language and communication skills. For example, staff listen carefully to children, ask meaningful questions and give them time to respond. All children learn simple sign language and more able children enjoy activities to support their understanding of phonics.

## 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	1
The effectiveness with which the setting promotes equality and diversity	1
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	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	2

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