

# Ullswater Nursery

Inspection report for early years provision

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**Inspector** Katherine May

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**Type of setting** Childcare - Non-Domestic

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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

Ullswater Nursery is a sessional pre-school operating in the local primary school at Patterdale, approximately 15 miles from Penrith. It is managed by a voluntary management committee and was established in 1997. The nursery serves children from the immediate and extended rural area. Children attending the nursery share a room with the reception class, have use of the school hall and a computer suite. A designated outdoor space is available for nursery children's sole use; it has a covered area for all year access and a forest school session takes place each week. The nursery also uses the school playground and large grassed area on a daily basis.

The nursery is open during school term time from 12.30pm to 3.30 pm Monday to Thursday, and 9am to 12 noon on Fridays. A maximum of 12 children may attend the nursery at any one time. Currently six children are on roll, all of whom receive early education funding.

The nursery employs one member of staff working alongside the reception class teacher. All adults working with the children hold appropriate early years qualifications. The nursery is a member of the Pre-school Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery meets the needs of children in the Early Years Foundation Stage excellently. Individual children have their needs exceptionally well met because staff take time and enjoy getting to know them and their families, and consequently provide appropriate play and learning experiences. Welfare requirements are very well met. Policies and procedures are fully embedded so that children settle quickly, developing secure attachments to staff and one another. The staff and management team are committed to continuous improvement, and maintenance of high standards of care and education is demonstrated in the self-evaluation and planning documents.

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

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

- creating further opportunities for children to contribute to the planning of activities and learning, particularly around the local community and environment and how these compare with others.

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

Children are very well safeguarded at the nursery because the staff have in place all necessary policies and procedures to ensure their safety. Records are regularly updated and warm relationships with parents and carers ensure the timely sharing of information about each child, which contributes to their well-being.

Regular, rigorous risk assessments take place, both indoors and outside, and accurate records are kept. Consequently, children can move around in safety and access all areas independently and with considerable confidence. This fastidious approach to risk assessment includes the forest school area where children learn about personal safety and how to carry out their own risk assessments while playing. Regular evacuation practises take place so that all children understand what to do in an emergency situation.

Resources are well deployed and rotated at intervals to provide wider choice and learning opportunities closely matched to the attending children. Children have continuous access to a wide range of challenging play and learning activities, both inside and outside.

The staff actively engage in the self-evaluation process and consequently produce a coherent and highly comprehensive plan that reflects their collective strong ambition for continuous improvement at the nursery. They continually attend appropriate training to refresh and enhance their knowledge and professional skills, to the benefit of the children attending.

Partnerships are very strong with parents and carers, other professionals and with the local community. Parents contribute enthusiastically to an ongoing detailed dialogue around their children's well-being, current interests, family circumstances and progress because staff take an interest in individual children and their families. The staff liaise with other professional partners, such as speech and language therapists, in order to meet the needs of specific children when difficulties are identified. The immediate community plays an important part in the life of the nursery and school, with visits made to local places of interest and visitors, such as the local clergy, coming into the nursery.

The nursery recognises differences between boys' and girls' preferred styles of learning and provides appropriately so that all children flourish and make significant progress. The different backgrounds and cultures of children attending are used to support meaningful learning about other countries, languages and beliefs.

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

Children are extremely well equipped to take care of themselves when outside because they are taught simple risk assessments by staff for their outdoor play.

For example, their weekly forest school session provides opportunities for climbing trees, hiding in long grass, sitting around an open fire and using tools. All activities are carefully risk assessed by staff and appropriate measures are taken to minimise such risks, with clear explanations given to children.

Children behave exceptionally well; they cooperate and demonstrate great care of one another because the nursery staff model such behaviour and provide appropriate guidance. Children are learning to make healthy choices because staff explain about what food is good for them and how exercise benefits their bodies. They are also developing a high level of understanding of personal hygiene and what causes infection because staff regularly explain and remind them of such things as the need to wash hands before snacks, after using the lavatory and after digging outside in the mud.

Children are very happy to spend time at the nursery, engaging with tremendous enthusiasm in the play and learning opportunities available to them. Staff observe children regularly, noting their changing interests and achievements and planning their next steps. Consequently, children make extremely good progress towards the early learning goals across the six areas of learning in relation to their starting points.

The nursery is a place of chatter and conversation because the staff talk animatedly with the children as they work, inviting their thoughts, opinions and ideas. For example, staff question children as they play a game about a bus journey to support their critical and imaginative thinking.

Children behave very well indeed in the nursery because staff give clear guidance and set appropriate boundaries. The staff make very effective use of current children's backgrounds, dual language books and labels in languages other than English. Consequently, children are developing respect for themselves and others and learning about different beliefs, languages and cultures. However, children's opportunities to learn about the variety of communities and environments are not maximised.

## 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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