

# Eversley Nursery School

Inspection report for early years provision

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**Unique reference number**

306385

**Inspection date**

18/10/2011

**Inspector**

Eileen Grimes

**Setting address**

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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

Eversley Nursery is a partnership which was registered in 1999. It operates from a converted church in the Wallasey area of Liverpool. The group serves the local community and is accessible to all children. There is a fully enclosed area at the front of the building available for outdoor play. The provision is open Monday to Friday from 8am to 6pm for 51 weeks of the year.

Sessions are available from 8am until 6pm each day. Children are able to attend for a variety of sessions. A maximum of 43 children may attend the provision at any one time. There are currently 54 children attending who are within the Early Years Foundation Stage. The provision is registered on the Early Years Register. The group provides funded early education for three- and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language. They presently employ 11 members of childcare staff, of these, eight hold appropriate early years qualifications at level 3 or above and one at level 2. The provision receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

A developed knowledge of each child's needs ensures that staff are successful in promoting children's welfare and learning. Children are safe and secure, enjoying their time in the nursery, learning about the world around them in practical ways with sensitive support from staff. There are sound and respectful partnerships with parents and carers ensuring that the needs of all children are met, along with any additional support needs. As a result, children are progressing well given their age, ability and starting points. The setting is starting to improve their practice as recommendations from the previous inspection have been addressed. However, they are in the very early stages of fully evaluating their practice to improve outcomes for children.

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

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

- ensure that medication records are completed in line with the welfare requirements (Documentation). 18/11/2011

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

- develop organisation of space to provide quiet areas for small group activities
- develop opportunities for children to have free flow outdoor play

- develop procedures to promote reflective practice and self-evaluation and identify priorities for development to improve outcomes for children.

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

Children's welfare and well-being are effectively promoted as the setting has sound procedures in place for safeguarding children. All staff have a sound knowledge of child protection issues and management have attended training to keep updated and informed of Local Safeguarding Children Board procedures. Stringent checks are carried out to make sure that all staff are suitable to work with children. Detailed risk assessments are conducted both on and off the premises, identifying potential hazards and minimising risks to children. Most records are in place, however, not all medication records respect confidentiality.

The manager and her team of qualified and experienced staff demonstrate an enthusiasm for the work, with a clear commitment to promoting outcomes for children. The process for evaluating the quality of the provision and its impact on children's progress is not yet developed. This a key area for further development identified by the manager to ensure that outcomes are improved for children.

Staff have developed good relationships with parents based on a mutual respect. This ensures that effective exchanges of information takes place for every child in order to meet specific needs and comply with parents' wishes. They are well informed of their children's progress and activities through the simple but informative daily diaries, newsletters and frequent discussions with key workers. Arrangements for children with special education needs and/or disabilities are well established and implemented. Detailed risk assessments are undertaken to monitor specific needs, such as increasing staffing ratios where necessary in order to support every child. Staff work very closely with parents and other professionals and agencies involved in individual children's progress, such as physiotherapists, speech therapists and the local authority special educational needs co-ordinator. Staff use sign language, pictures and symbols displayed around the setting to facilitate effective communication enabling every child and their family to engage in all aspects of the provision. The partnerships with other providers involved in the delivery of the Early Years Foundation Stage are established and ensures the development of continuity of experience between settings.

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

Children are happy and confident in the welcoming, bright environment. The open plan organisation of space allows children the freedom to move around the nursery. However, at times this limits learning opportunities, such as when staff are undertaking small group times with younger children. The development of children's independence and promotion of active learning are key strengths throughout the nursery. Resources are stored for children and small steps in

learning are encouraged in self-help skills, such as dressing or toileting. Areas of continuous provision, in the indoor and outdoor environment, are not yet developed. Babies eagerly investigate treasure baskets full of different objects and develop a sense of identity and belonging in the supportive environment. Children are offered appropriate challenges to extend their experiences with time to explore, practise and apply their learning. Staff intervene sensitively and provide explanations to make children think, as they work alongside them and extend learning. This helps children to acquire new skills and try new experiences. The development of children's language and communication skills are given priority. Toddlers confidently use gestures, facial expressions and sounds to make themselves understood. Children join in lively action songs or share stories. Letter sounds, word patterns and mathematical concepts are regularly reinforced in daily activities, such as recognising own names or counting plates for lunch.

Children's individual starting points are informally discussed by parents and the keyworker, during the settling-in period. Staff regularly observe children as they play and identify next steps in learning for each child. Children's individual progress towards the early learning goals is recorded in their learning journey, with observations, photographs and art examples. Children's preferences and interests are identified to inform future planning and staff use information from observations to plan daily activities. A good balance of adult-led and child-initiated opportunities are provided. Focus activities are recorded and evaluated to inform future practice. Changes in the seasons and different cultural festivals are celebrated throughout the year. Resource boxes and changing role play areas develop children's awareness and respect for similarities and differences in people's lives, as they learn about the wider world. A positive attitude towards sustainability is actively promoted when children are encouraged to recycle items. They recognise birds, find mini-beasts or help to grow fruit, vegetables and plants in the garden.

A healthy lifestyle is promoted. Activities provided within the outdoor environments, ensure that children benefit from regular exercise and fresh air throughout the year. However, free flow play between indoors and outdoors is not yet established. Good hygiene practices are in place and children learn why they need to wash their hands, drink fluids regularly or clean their own teeth after each meal. Food for babies and children consist of well-balanced, nutritious options, such as soups and pasta, which are cooked from fresh ingredients on the premises each day. The cook is actively involved in the nursery and shares menus with parents. Children's dietary needs are rigorously protected. Younger children rest or sleep comfortably and babies sleep in cots as they follow their home routines.

Children are encouraged to consider and recognise potential risks and dangers as they gradually accept responsibility for their own safety. They begin to consider the consequences of their actions and learn to recognise different feelings and emotions. Children develop a strong sense of ownership as they work collaboratively to clear away resources. Children are encouraged to develop skills for their future well-being as they learn to solve problems together or understand technology. Older children confidently activate programmes on a computer. Children are well-behaved as they happily share, take turns and play together cooperatively. They learn to be considerate towards adults and each other in the

friendly, consistent atmosphere where staff act as positive role models.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### 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>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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