

Ambrose Nook Nursery

Inspection report for early years provision

Unique reference number EY272230
Inspection date 11/11/2008
Inspector Patricia Graham / Marina Anna Howarth

Setting address Prince Charlie Street, Derker, Oldham, Lancashire, OL1 4HJ

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Type of setting Childcare - Non-Domestic

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.

Description of the setting

Ambrose Nook Nursery registered in 2003. It is a privately owned family business run by a board of directors. They provide full day care from a converted church building, which is located in the Derker area of Oldham. Children are cared for in one large room and have access to enclosed outdoor play areas.

The nursery is open weekdays from 07.30 to 18.00. It is closed for Christmas and bank holidays. The nursery is registered for 44 children in the early years age range. There are currently 50 children, in the early years age range, on roll. The nursery also cares for eight children older than the early year's age group: this provision is registered on the voluntary and compulsory part of the Childcare register. The nursery cares for children with learning difficulties.

There are 10 members of staff who work directly with the children. Of whom, nine hold childcare qualifications, and one is completing training to achieve a level two childcare qualification.

Overall effectiveness of the early years provision

The nursery positively supports children welfare and generally supports learning and development enabling children to be happy and settled in the caring environment. Adequate systems are in place to self-evaluate the provision and a strong commitment from staff support continuous improvement. However, some aspects of the provision are not fully developed. Positive partnership with parents and outside agencies ensure children are valued and respected and an inclusive approach enables individual needs to be adequately met.

What steps need to be taken to improve provision further?

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

- update policies and procedures in line with the 'Early Years Foundation Stage' requirements
- develop the planning and assessment systems to ensure the next steps in children's learning are planned for.

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

- conduct regular risk assessments on aspects of the environment and undertake a full risk assessment for each type of outing 25/11/2008
- ensure a named deputy is in place to take charge in the absence of the manager 25/11/2008
- ensure effective systems are in place that meet the individual needs of children attending the out of school service. 25/11/2008

The leadership and management of the early years provision

Good organisation of toys, activities and resources in the nursery environment creates a stimulating ambience for children promoting positive outcomes of them. However, organisation of staff is not fully effective as a named deputy is not yet in place. This is a specific legal requirement. Good systems are in place for seeking relevant information from parents and carers enabling children's starting points to be clearly identified. Verbal information is shared with parents each day and this is supported with diary sheets for younger children keeping parents up-to-date on their child's learning and development.

The nursery implements most policies and procedures. However, these are not always reviewed and updated to fully promote children's safety and well-being. A secure awareness of safeguarding procedures ensure children are protected. This is complemented with robust procedures for recruiting new staff. Adequate systems are in place to promote children's safety within the nursery. For example, identified hazards are immediately addressed. However, written risk assessments within the nursery and on outings are not routinely recorded in line with requirements. This poses an element of risk to children's safety.

Adequate evaluation of the nursery highlights key strengths and identifies areas for development. For example, the provider has re-organised the nursery and reduced the registered numbers of children cared for, enabling more structure within a smaller environment. This has a positive impact on children's care, learning and development. Good steps have been taken to address recommendations from the previous inspection. For example, meticulous cleaning routines are now in place minimising the risk of cross-infection, which ensures children's health and well-being at all times.

The quality and standards of the early years provision

Staff have a sound understanding of the 'Early Years Foundation Stage' learning and development requirements. They support children's learning, in the nursery, through effective interaction as they ask open ended questions and take a keen interest in what children say and do. Staff positively support children as they use their initiative. For example, staff allow children to extend the focussed activity of making poppies by adding feathers and various collage materials to produce beautiful pieces of their artwork. This helps children develop their creativity.

Children access a good range of activities and resources presented at low level enabling them to be active learners. This is supported with a good balance of adult-directed and child-initiated activities, so that children are helped to grow in independence while they are learning. They show an awareness of number as they count objects and have great fun as they roll the dice and predict the number. Children's physical skills are promoted well as they move around the setting with confidence showing an awareness of space and others. The challenging indoor

play area, which is attached to the nursery, also contributes well to children's physical fitness as they play energetically on equipment, such as slides and commando ropes. Babies emotional needs are well met as they enjoy the nurturing contact with staff who are extremely attentive to their needs.

Staff have adequate systems in place to observe children and staff have recently implemented a new planning and assessment system. They make observations of what children can do and monitor their progress. However, meaningful links between children's next steps in learning are not planned consistently to enable children to develop skills in their learning. In addition to this staff do not have effective systems in place to observe or monitor the progress of children, in the early years age range, that attend the out of school sessions. Consequently, their individual needs are not fully met.

A good selection of equipment and furnishings enable children to play in comfort and superb opportunities are provided for children to relax and rest according to their needs. For example, children relax on chairs reading books and babies are snuggled to sleep on individual beds with comforters and freshly laundered bedding. They benefit from nutritious foods which are freshly prepared on site and include an abundance of seasonal vegetables to ensure children received their 'five a day portion'. This totally enhances their health and well-being.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- conduct regular risk assessments on aspects of the environment. 25/11/2008

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- conduct regular risk assessments on aspects of the environment. 25/11/2008