

Stramongate Nursery

Inspection report for early years provision

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Inspector	Eileen Grimes

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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

Stramongate Nursery is managed by the committee of QKS Meadowview Nursery Limited and was registered in 2007. It operates from a purpose-built building situated within the grounds of Stramongate School in the centre of Kendal in Cumbria. The group serves the local community and is accessible to all children. There is a fully enclosed area at the back of the building available for outdoor play. The provision is open Monday to Friday from 8.30am to 3.15pm term time only.

A maximum of 30 children may attend the provision at any one time. There are currently 31 children attending who are within the early years age range. The provision is registered on the Early Years Register. The group provides funded early education for two-, three- and four-year-olds. The group supports children who speak English as an additional language. They presently employ five members of childcare staff, all hold appropriate early years qualifications at level 3 or above. The provision receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

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 group, learning about the world around them in practical ways with sensitive support from staff. There are strong partnerships with parents and carers ensuring that the needs of all children are met. As a result, children are progressing well. There is a commitment towards further improvement with all the recommendation from the previous inspection addressed. The partnerships with other providers are progressing well. The systems of evaluation of the provision are in the very early stages.

What steps need to be taken to improve provision further?

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

- develop procedures to promote reflective practice and self-evaluation and identify priorities for development to improve outcomes for children
- implement a programme for the replacement of worn and damaged furniture
- develop resources which reflect the diversity of society including disability.

The effectiveness of leadership and management of the early years provision

Staff have a sound understanding of how to protect children, and recognise that this is their first priority. They are vigilant, aware of the signs and symptoms of possible abuse and know the appropriate procedures to follow should they have

concerns about a child. All records, policies and procedures are well documented and ensure that the needs of all children are met. Management are fully aware of who is on the premises at any one time. Regular risk assessments are carried out on a daily basis to minimise risks to children. The environment, both indoors and out, is organised flexibly and creatively so children can choose to access areas and resources offering continuous provision to extend their play and develop their independence. Children are cared for by qualified and experienced staff who are well deployed so that they receive good adult support at all times.

Since the last inspection the group has addressed all the recommendations raised. They sought support and advice from the local authority. However, to date the process of self-evaluation is in the very early stages. Staff are alert to the issues of equality and diversity, for example, they celebrate festivals. However, resources which reflect the diversity of society are limited.

The group has established very sound working relationships with parents. Parents and staff share what they know about each child's interests, achievements and learning and work together to ensure that each child's learning and development needs are met effectively. Parents have good opportunities to contribute to their child's learning, for example, by sharing the assessment and recording of their child's progress. The group has started to develop links with local settings that the children attend to ensure progression and continuity of learning and care.

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

Children are very happy and confident in the welcoming, bright environment. They have fun as they eagerly choose activities and learn to make their own decisions. However, some furniture is showing signs of deterioration. The development of children's independence and promotion of active learning are key strengths throughout the group. Resources are thoughtfully stored for children and small steps in learning are encouraged in self-help skills, such as dressing to play outside. Areas of continuous provision, in the indoor and outdoor environment, provide a stimulating range of inviting opportunities for children across the age ranges.

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. For example, staff create a den area for the children at their request. Children sit in here and read books and develop an enthusiasm for stories. The development of children's language and communication skills are given a high priority. Children join in lively action songs at circle time.

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 balance of adult-led and child-initiated opportunities are provided. Focus activities are recorded and evaluated to inform future practice.

A healthy lifestyle is promoted. The flow of activities between the indoor and outdoor environments, ensure that children benefit from regular exercise and fresh air. Children wrap up in hats, gloves and coats to access the outdoor area in wet weather. Children have healthy meals and snacks of fruit and milk, which is taken together in a social setting.

Children are encouraged to consider and recognise potential risks and dangers as they gradually accept responsibility for their own safety. For example, talking about not running inside as this can cause an accident. They begin to consider the consequences of their actions and learn to recognise different feelings and emotions. Children develop a strong sense of ownership and work collaboratively to clear away resources. Children are encouraged to develop skills for their future well-being as they learn to solve problems together and understand technology. Children confidently activate programmes on a computer, and use remote controlled toys. 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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
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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