

# Briercliffe Nursery

Inspection report for early years provision

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**Unique reference number**

EY253270

**Inspection date**

21/11/2011

**Inspector**

Linda Shore

**Setting address**

Briercliffe Road, BURNLEY, Lancashire, BB10 2HA

**Telephone number**

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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*.

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.

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## Description of the setting

The Briercliffe Education Centre Ltd has been operational since 1987 and was registered under the current owners in 2003. It is privately owned and operates from a converted church hall with a purpose built extension in Briercliffe, Burnley. The nursery serves the local area and has strong links with local schools. There is a fully enclosed area available for outdoor play accessed via steps or a ramp.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 5.30pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 69 children may attend the nursery at any one time, all of whom may be on the Early Years Register. There are currently 105 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities.

The nursery employs 20 members of child care staff, including four apprentices. All staff hold appropriate early years qualifications. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development as staff have an effective understanding of the Early Years Foundation Stage. Children's safety is of high importance and they are safeguarded well. Self-evaluation is developing extremely effectively. Targets for improvement are well thought out and the setting has an excellent capacity to maintain continuous improvement. Partnership with parents and others are excellent and have a positive impact on outcomes for children, particularly those with special educational needs. Children's health and well-being is well supported and the required documentation is in place and implemented effectively, however, children do not always have the opportunity to make their own healthy choices.

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

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

- improve links between the indoor and outdoor environments so that children can move freely between them
- treat mealtimes as an opportunity to promote children's independence, highlighting the importance of making healthy choices.

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

Children are safeguarded well and protected in the setting. Staff have a very good knowledge and understanding of the possible signs of abuse and know the correct reporting procedures to follow if they have any concerns about a child. Robust recruitment procedures are followed and all staff have been appropriately vetted. Comprehensive risk assessments and daily checks of all areas of the nursery ensure risks are effectively minimised and that children play in a safe and secure environment.

Highly effective methods for self-evaluation are in place and consequently, the setting is making rapid progress and further improving outcomes for children. The nursery sets ambitious and achievable targets based on input from staff and parents. Staff are encouraged to develop their skills and knowledge by increasing their qualifications or attending training on a variety of topics, such as safeguarding. The vision of the nursery is shared and staff are included and given responsibilities for different areas, for example, key persons take responsibility for resources and planning to bring about significantly enhanced opportunities for children. Resources are deployed well, providing children with an environment in which they have choice and independence in the activities they select. The outdoor environment has been recently upgraded and provides children with a broad range of play and learning opportunities in all weather. Children with special educational needs are extremely well supported by staff who gain all the necessary information to meet their individual needs and develop, varied and imaginative strategies of support.

Excellent partnership working with other professionals, such as, local schools, children's centre and speech therapists ensures that a coherent approach to children's individual needs is fostered and they are all given opportunities to reach their full potential. Comprehensive information is provided for parents through newsletters, noticeboards and daily discussions. Partnership with them is highly effective and they have excellent opportunities to be involved in their children's learning and development, for example, through parent's evenings, feedback forms and parent links to planning.

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

Staff have a very good knowledge and understanding of the children's individual needs. They provide a stimulating environment where all children are excited and motivated to learn. Observations of children help staff to find out what children can do and these observations are consistently used to plan for children's individual next steps in learning.

Children are keen to learn and freely move around selecting activities that interest them. Children develop their imagination well, with a wide range of role play

opportunities, such as, a film themed day where children dressed up as their favourite character and brought familiar toys from home. They have lots of opportunities to be creative. They enjoy painting, playing in sand, water and making collages. Young children develop a sense of self and make relationships as they spontaneously cuddle their friends and key person. Older children learn to take responsibility for managing their own needs, accessing the toilet and drinks as required. Communication is fostered very well by staff who talk to children clearly and at their level. They ask open ended questions to stimulate discussion during "together time". Children enjoy books; babies cuddle in for stories and older children recognise letters, displayed at their height. Children are praised and rewarded with daily "rainbow awards". Children have lots of opportunities to learn about the wider world and different cultural festivals, through artwork and celebration.

Children's physical development is well promoted. They competently dance, jump, swing, run, ride and climb. Children develop problem solving skills as they count through daily activities and consolidate concepts, such as volume, through pouring and measuring in the trough of coloured water. Children have good opportunities to learn about being healthy. They enjoy a well-balanced diet which is freshly cooked on the premises each day. Healthy snacks are offered, including fruit, however, there is scope to use snack time more effectively to help children make healthy choices and learn independence by pouring their own drinks and serving their own food. Children learn the importance of washing as staff talk to them as they wash after toileting and messy play. They have regular access to fresh air in a stimulating outdoor environment, however, there is capacity to extend learning with free flow access for older children.

Children feel very safe due to a highly effective key person system. Children settle very well and develop extremely secure relationships, confidently approaching staff for a hug and being happy and smiling. Children are very familiar and comfortable in the environment. They move freely and confidently between activities and know their environment very well. Children learn boundaries and good behaviour through effective behaviour management, for example, staff take children to one side to discuss any issues and explain why their actions are not acceptable. Children are taught respect for each other and themselves and as a result, are developing their own sense of self-esteem.

## 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	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	2
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	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

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	2
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	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

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