

Casson Fold Day Nursery

Inspection report for early years provision

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Inspector	Nicola Dickinson

Setting address	Casson Fold, Lower Leigh Road, Westhoughton, Bolton, Lancashire, BL5 2EH
Telephone number	01942 873 161
Email	cassonfold@tiscali.co.uk
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

Casson Fold Day Nursery is privately owned. It opened in 2004 and operates from five rooms in a detached property set in its own grounds. Children have access to an enclosed outdoor play area. The nursery is situated in a residential area in Westhoughton. It is open each weekday from 7.30 am to 6pm for 51 weeks per year, excluding Bank Holidays.

The nursery is registered on the Early Years Register. A maximum of 45 children may attend the nursery at any one time. There are currently 56 children aged from birth to five years on roll, some in part-time places. The nursery does not currently support any children with special educational needs, disabilities or English as an additional language.

There are 16 members of staff, all of whom hold appropriate early years qualifications to at least NVQ Level 2. The setting provides funded early education to three and four-year-olds and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in an appropriately safe, clean and supportive environment. They make good progress in their learning through a variety of interesting activities. Effective deployment of staff ensures children are supported well as they learn, although there are some weaknesses in planning. Policies and procedures are appropriate and implemented by all members of staff, although staff records are not kept up-to-date and risk assessments are not reviewed regularly. Children with special educational needs, disabilities or English as an additional language are supported through effective partnerships with other professionals.

The management team has a balanced vision for continuous improvement and the sustainability of the provision.

What steps need to be taken to improve provision further?

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

- improve systems for regularly reviewing risk assessments
- improve recording systems detailing Criminal Record Bureau Checks
- improve systems to ensure staff training needs are highlighted
- improve planning for the youngest children to more clearly identify their learning needs, interests and achievements.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and protected in the setting because the staff have appropriate knowledge and understanding of safeguarding policies and procedures and understand how to record and refer any concerns. Criminal Record Bureau checks are in place, although these are not effectively recorded. The impact on children is minimal because staff are long serving and well known to the management team.

All reasonable steps have been taken to ensure the children are safeguarded and their welfare is ensured. The setting has adequate risk assessments in place, implementing them satisfactorily, although they are not reviewed regularly. The use of a safety gate ensures children do not have access to the stairs from the first floor.

Staff have a good knowledgeable of the Early Year's Foundation Stage and use this well to observe and assess children's learning. Children's next steps are identified and sometimes linked to planning. However, this is not consistent, particularly in relation to the youngest children. Starting points are clearly identified in baby's individual learning journals. Observations and assessments are supported by photographic evidence.

The environment is well organised with a wide range of developmentally appropriate and easily accessible resources. The setting has effectively organised resources to promote independence in young children in their investigation of the environment. Some resources are kept in other rooms and children can ask for them or go into another room if they wish. Staff optimise the outside area, with a variety of exciting and stimulating resources, giving children as many learning opportunities as possible

The management team are aware of their strengths and weaknesses. They have recently completed their self-evaluation form, incorporating information from staff and parents through the completion of questionnaires, speech bubbles and evaluation sheets.

Staff have good partnerships with parents and carers. They obtain useful information verbally about each child such as information about their daily routines and any issues which may impact on their care. This means that parent's wishes and children's individual welfare needs are met. The setting and parents share important information about their child's progress through the learning records which are accessible for parents and children. Parents are involved in their child's learning in that they convey details about their child's progress and interests. Effective relationships with other provisions and professionals involved with the children are well established. Children's individual needs are met because the setting has procedures in place to ensure relevant information is consistently exchanged.

Staff are knowledgeable about where to access support for children and families

with additional needs or disabilities and the setting has a qualified Special Educational Needs Co-Coordinator. Staff differentiate and adapt activities to ensure that all children can access them. An effective equal opportunities policy is in place, is regularly reviewed and implemented. All children are valued as individuals, they are aware of discriminatory practices and have access to all resources. Staff are aware of how transition and changes to children's personal lives affect their learning and put measures in place to provide additional support.

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

Staff work hard to engage children in activities. This is balanced with the children's individual need for rest, sleep, or extra support. A good key person system ensures children are given good levels of support. The learning environment is well organised, helping children progress towards the early learning goals. Accessible areas enable children to find their own clothes for outdoor play. The use of outside agencies enhances the children's learning experience.

The children in the setting feel safe. A good key person system and settling-in procedures are in place. Children are happy and sociable. They are relaxed with their environment and feel confident to investigate at their leisure. Routines are clearly explained. Some measures are taken to ensure children are safe. For example, a keypad system is in place for entry, supported by a password system for the collection of children. Entrances and exits into the nursery and outside area are secured with gates. Designated areas for toileting and nappy changing maintain children's privacy and dignity.

Children are encouraged to adopt healthy lifestyles. The outside area has improved children's access to resources, growing vegetables, monitoring their progress and using them in their cooking promotes the children's understanding of healthy choices. Healthy snacks are provided. Fresh drinking water is readily available. Menus offer a good choice of healthy meals.

Children make a positive contribution and are developing skills for the future because staff are good role models. Children are encouraged to behave well, be kind and help each other. For example, children willingly help each other find their wellingtons and coats before going outside. Clear boundaries are set and these help children understand right and wrong.

Children are valued as individuals in the group and staff ensure all children are included with appropriate levels of adult support. Children develop an awareness of cultures and lifestyles through activities and celebrations linked to the community. Resources showing positive images of disability and culture are displayed in the setting.

Children make good progress in communication, language and literacy because staff engage them in lively activities such as singing, stories and group discussion. Displays in the setting and children's work illustrate a variety of words, including French. Children develop a good understanding of number, colour, shape and size

through focussed activities and use of everyday language. For example, "How many worms have we collected? The worms are long and thin. The slugs are short and fat"

Children are well supported in facing challenges. For example, they balance on obstacle courses, negotiate paths on their bicycles and catch and throw objects into a net. Children's physical development is consistently supported, helping them achieve age-appropriate challenges and stretch their skills to new levels including climbing, stretching, balancing, pedalling.

Children's creative development is making good progress, enhanced by imaginative activities such as role play and den building. Staff support children in sustained shared thinking, linking their newly made wormery to other activities including painting and playdough.

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?	2
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	2
The effectiveness with which the setting promotes equality and diversity	2
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	2
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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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