

Walney Central Pre-School

Inspection report for early years provision

Unique reference number 317622
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Inspector Katherine May

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BARROW-IN-FURNESS, Cumbria, LA14 3HY
Telephone number 01229 470 051
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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

Walney Central Nursery was registered in 1972 and is managed by a voluntary committee. It operates from a single storey building on Walney Island adjacent to the town of Barrow-in-Furness in Cumbria. The nursery is open Monday to Friday, between 9am and 3.30pm during term time.

The nursery consists of a playroom, cloakroom, kitchen, small office and adult and children's toilets. There is access to two secure outside play areas. The nursery is close to local amenities such as shops, library, parks, playgrounds and schools. The facility serves the local communities of Walney Island, Barrow-in-Furness and surrounding areas.

The nursery is registered for 24 children in the early years age range. There are currently 33 children on roll aged from two to four years. Children attend for a variety of sessions including a lunch club. The facility supports children with special educational needs.

The nursery employs eight members of staff, seven of whom hold appropriate early years qualifications to Level 3.

The nursery is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff have a thorough knowledge of each child's needs and interests that enables them to promote children's welfare and learning. Children are safe and secure, they are keen to participate with learning and cooperate enthusiastically with staff and one another. Partnerships are developing in an overall positive way. Overall children's needs are well met, additional appropriate support is put in place when needed and children make good progress in relation to their starting points. The staff team is highly motivated to continuous improvement demonstrated by well-developed plans and an overall effective self-evaluation process.

What steps need to be taken to improve provision further?

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

- improve liaison with other settings sharing the care of children in order to develop a shared understanding of children's next steps in learning and development
- provide more images of the ethnic diversity of people to facilitate children's understanding and enjoyment of differences
- increase the labelling of resources across the setting to enhance children's

- developing literacy skills and decision making capabilities
- develop partnership with parents by more fully sharing information on policies and procedures and involving them in the nursery self-evaluation process.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded and secure when at the nursery because staff have in place policies and procedures that ensure their safety and well-being. Records for the nursery are thoroughly kept and overall positive relations with parents ensure that information sharing is effective. Comprehensive procedures for staff recruitment, induction and ongoing supervision along with appropriate action should concerns arise about children and or staff, further enhance children's safety. Regular risk assessments and detailed record keeping ensure that the building and activities are safe. Evacuation practises take place so that children know what to do in an emergency.

The nursery manages resources very effectively in order to provide a clean, safe and inviting environment for children. Children can choose freely from the wide range of toys, equipment and activities both inside and outside. However, opportunities to support children's decision making and choice, with labelling and pictures are not maximised.

The nursery is aware of the areas for improvement and staff are keen to undertake appropriate specific training to take plans forward. For example, plans to delegate the responsibility for children with additional needs are dependent upon staff first accessing relevant training. Frequent staff and management meetings ensure that progress is effectively tracked over time.

The overall positive relationship with parents generally allows sharing of information about children's learning and development. For example, parents enjoy hearing about their children's activity through daily conversations and during individual meetings with key workers. However, opportunities to involve parents more fully in sharing of information including their contribution towards the self-evaluation process are not maximised. Wider partnership with other professionals is very effective and supports good outcomes for children. However, opportunities to liaise with other settings sharing the care of children in order to focus on current interests and next steps in learning and development are not maximised.

The nursery provides good opportunities for children to learn about their own community. However, opportunities to celebrate the diversity of the world are not fully developed. Staff know children very well indeed and ensure individuals receive the attention and support for learning that they require.

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

Children are safe and secure at the nursery because staff are affectionate, clear in their guidance about appropriate behaviour and model positive attitudes. Children are secure in their attachment to one another and staff, because staff greet and engage with them in a genuine caring way.

Children develop a good understanding about how to make healthy choices. This is because staff talk to them about good food choices, as they eat their snacks and lunches and remind them to wash their hands before sitting to eat. Children are encouraged to explore foods during special food tasting activities.

Children's learning and achievements are recorded accurately, reviewed regularly in order to plan individual next steps and progress towards early learning goals. Consequently most children make good progress in relation to their starting points and across all six areas of learning. For example, children enthusiastically participate in a game in which they guess the contents of various brightly patterned socks. They pass around the socks, feel each in turn and discuss what might be inside. They talk about whether when shaken the contents make a soft or loud noise. The children and adults then look to see what is inside each sock. Most children are exuberant and eager to take part. Less confident children are effectively supported to join in by their key workers who sit close by.

Children learn to use cameras and music playing machines within their play and to celebrate their own achievements. Children enjoy computer games that require matching objects and numbers. Consequently they are developing problem solving and critical thinking skills.

Children show considerable independence at nursery and move around confidently to choose their activities. Overall, the nursery provides a variety of environmental print that enhances children's understanding of how writing conveys meaning. However, opportunities to provide environmental print that enhances children's ability to choose resources have not been maximised.

Children behave very well at the pre-school because staff give clear explanations and set boundaries about cooperative behaviour. For example, at circle time the children choose individual mats to sit on and are reminded not to lean onto other children next to them in case they hurt each other.

Children learn to live safely and enjoy the local community because staff provide interesting projects to investigate the immediate environment. For example, during a road safety project children record the number and variety of vehicles that pass the nursery, they visit a local garage, meet a policeman and practise using a zebra crossing. Children develop some awareness of different cultures and parts of the world. For example, they celebrate Chinese New Year by dressing in traditional costume and make a large Chinese dragon mask of coloured paper and paint.

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	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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

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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Annex B: the Childcare Register

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

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