

Garstang Pre-School Nursery

Inspection report for early years provision

Unique reference number 309313
Inspection date 07/12/2011
Inspector Jane Wyncoll

Setting address St Thomas CE Primary School, Kepple Lane, Garstang,
PRESTON, PR3 1PB

Telephone number 01995 603 454

Email

Type of setting Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Garstang Pre-School Nursery is run by a management committee. It opened in 1968 and now operates from the children's centre building within the grounds of St Thomas Primary School, in Garstang. Children share access to an enclosed outdoor play area. The nursery is registered to care for a maximum of 37 in the early years age group. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The pre-school is open Monday to Friday, from 7.50am to 6pm, and is open 51 weeks of the year. There are currently 69 children aged from birth to five years on roll. Children attend from a wide catchment area. The nursery support children with special educational needs and/or disabilities and children who speak English as an additional language. The pre-school employs 11 childcare staff. The manager is a qualified teacher and holds Early Years Professional Status. Six members of staff have foundation degrees and one is qualified to level 5, one of these holds Early Years Professional Status and one is a qualified teacher. The other staff members hold level 3 childcare qualifications. The pre-school is a lead practitioner setting for the early years teacher team and is seen as a model of good practice.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children progress and develop exceptionally well in the highly imaginative and creative environment. An extensive range of inspiring activities and opportunities which encompass all areas of learning are integrated into children's play and routines. The committed and experienced staff team provides innovative support for all children's well-being, ensuring their individual needs are identified and fully met. Parents are valued and supported as essential partners in their children's development through detailed communication and extensive partnerships with the children's centre. The nursery embraces all aspects of reflective practice and self-evaluation and uses this to constantly review and improve their provision.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- exploring further innovative ways to develop the involvement of all parents in their child's continuous learning and development.

The effectiveness of leadership and management of the early years provision

Children's safety and security is promoted extremely well. Recruitment and vetting procedures are comprehensive so that adults are highly suitable to work with children. Training for safeguarding and first aid is provided and updated through the children's centre for all staff and procedures and understanding are regularly reviewed as a team. Children are protected on the premises by highly efficient entry procedures and record keeping. Comprehensive risk assessments which cover all aspects of the indoor and outdoor environment are made and used to ensure hazards to children are minimised.

The highly professional management of the nursery ensures that staff are deployed exceptionally effectively so they have opportunities and time to regularly observe children's play. This means they can respond successfully to children's changing interests and needs. Introduction of innovative free-flow access for children between the baby and pre-school rooms, as well as the outdoor area, has resulted in significant flexibility for children to follow their own interests. The key person system is an integral and highly valued part of the nursery organisation. Consequently, children's well-being is supported exceptionally well. The staff team work closely together and are committed to sharing their expertise and knowledge with each other. They share new systems from the two-year old funding programme for tracking children's well-being and involvement, which helps them provide early identification and provision for children who may need extra support. All staff are fully involved with the self-evaluation process as they constantly strive to review and improve practice. Children are given opportunities to lead adults around the setting giving their own view points and ideas which are used to inform changes in practice. For example, children's interest in moving between the two rooms inspired the change to free-flow practice.

Close relationships with parents are begun with personal home visits before children start at the nursery. Parents comment positively about how this helps their children settle into the nursery and about the wealth of reassuring information they receive, and are able to share, about their children. Parents have easy access to their children's learning journeys where they can share the photos and observations with their children. Regular discussions with their children's key person ensure they know how their children are progressing and any concerns can be swiftly resolved. The nursery has begun to introduce successful sessions to help parents support their children's learning at home. For example, information and ideas for developing children's language were shared as part of the Every Child a Talker programme. Cohesive support for parents is promoted through extensive links with the children's centre, in which the nursery is based. Staff are knowledgeable about the common assessment framework process which enables them to work with the children's centre to support children and families very well.

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

Children engage imaginatively in highly purposeful, independent play as they explore the stimulating, well-resourced and attractive environments, indoors and outdoors. Staff use extensive, perceptive observations of children in all areas, which they record with detailed information about children's current interests and patterns of play. Key persons focus specifically on their key children, planning activities and resources to support their individual developmental needs. Children develop their creativity exceptionally well throughout the nursery areas. For example, they play imaginatively in the real boat in the seashore area of the garden, as they row to the shops to buy sausages and avoid an imaginary shark. Babies thrive as their senses are stimulated by the vast range of natural objects and materials they can explore. The older children acquire excellent mathematical skills through a wide range of opportunities as they play, working out how many wheels they want on the aeroplane they are building with crates and planks and fetching the correct number of tyres. Children have highly developed independence and problem-solving skills as they are supported especially skilfully in their freely chosen play by staff who have an in-depth understanding of the way children learn and develop. For example, an adult helps the children work out how to attach string to a wooden frame by prompting them to think how they might fix it and what they might need to use.

Children have a comprehensive understanding of healthy lifestyles because they are active outdoors everyday. They take part in a range of physical activities such as dance and drama sessions so they are keen to keep fit. Children are encouraged to bring fruit and vegetables to nursery which are discussed and shared during snack time. This means they know what foods are good for them and are keen to try new tastes. They talk about the different foods and know which need washing before they are eaten because they help to wash and peel the fruit. Children are particularly adept at assessing risks and dangers for themselves because they learn about safety precautions such as when lighting fires for the forest school activities. They continuously explore the changing seasons and weather as they play outside and decide for themselves what protective clothes they need to wear.

Children's independence and self-esteem is fostered throughout nursery particularly well. This begins in the baby room where children are valued as individuals and allowed to explore freely and mix with the older children. Babies and toddlers learn rapidly to build relationships with the pre-school children who in turn look out for and support the younger children, willingly sharing their toys with them. Children respond enthusiastically to different cultures and faiths as they hold a celebration of light and join in a nativity play. They also take part in sessions of storytelling from different countries. Behaviour in the nursery is expertly supported by staff who help children learn through the good examples they see around them. Children have ample opportunities to use programmable toys, computers and a digital microscope to help them explore the world around them. Staff use their excellent knowledge of effective adult-child interaction so that children develop above age-appropriate language skills as they negotiate how to create dens. There are extensive links with the on-site school which means children become familiar

with the teachers so their transitions are supported thoroughly. Consequently, children flourish as they acquire skills which will prepare them exceptionally well for the future.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
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	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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