

The Big Picture Children's Nursery

Inspection report for early years provision

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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

The Big Picture Children's Day Nursery is one to two provisions registered to an individual, and was registered in May 2001. It operates from four playrooms within a detached property in Southport. The nursery 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 7.30am to 6pm for 52 weeks of the year.

Children are able to attend for a variety of sessions. A maximum of 67 children may attend the nursery at any one time. There are currently 178 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for three- and four-year-olds and supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 27 members of childcare staff, 25 of whom hold appropriate early years qualifications at level 3 or above.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

An excellent knowledge and understanding of each child's needs ensures that staff are very successful in promoting children's welfare and learning. Children are safe and secure, enjoying their time in the nursery and learning about the world around them in practical ways with sensitive support from staff. There are strong and highly respectful partnerships with parents and carers, ensuring that the needs of all children are met, along with any additional support needs. As a result, children are progressing exceptionally well. There is a very strong drive towards further improvement and the process of evaluating the quality of the provision, which has a highly positive impact on the outcomes for children.

What steps need to be taken to improve provision further?

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

- further developing planning to show how activities meet the needs of children.

The effectiveness of leadership and management of the early years provision

Children's welfare and well-being are exceptionally well promoted as the nursery has robust procedures in place for safeguarding children. All staff have an excellent

knowledge of child protection issues and regularly attend training to keep updated and informed of Local Safeguarding Children Board procedures. Exceptionally robust procedures are in place for recruitment of staff. Regular staff appraisals are carried out by the manager to assess ongoing skills and identify training needs. Detailed risk assessments are conducted both on and off the premises, identifying potential hazards and minimising risks to children. There are a comprehensive range of policies and procedures in place to support the work of the nursery. These are reviewed at staff meetings, so they are all aware of the nursery's practices as they develop.

The environment, both indoors and out, is organised flexibly and creatively. Children can choose to access areas and resources offering different activities 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 excellent adult support at all times. The manager and her team of well-qualified and experienced staff demonstrate an enthusiasm for the work, with a clear commitment to promoting outcomes for children. The process for evaluating the quality of the nursery and its impact on children's progress are extremely effective. Evaluation of the provision is an ongoing process, with staff parents and children contributing. Staff analyse data collected regarding children progress to allow them to identify areas for improvement and areas of good practice. It is clearly documented how the nursery has addressed recommendations raised at the last inspection and further improvements. A further vision regarding the refurbishment of the outdoor area demonstrates how the nursery is keen to drive future improvement, extending learning and development opportunities for all children.

Staff have developed exceptionally good relationships with parents based on a mutual respect and understanding. This ensures that effective exchanges of information take place for every child in order to meet specific needs and comply with parents' wishes. They are exceptionally well informed of their children's progress and activities through informative daily written feedback, newsletters, parents' evenings and frequent discussions with key workers. Parents speak confidently about their high satisfaction. They feel that everyone in the nursery is working extremely hard to provide a learning environment of the highest standard and has the interest of the children at the centre of everything. Arrangements for children with special education needs and/or disabilities are exceptionally well established. The nursery is highly inclusive, every child can access all parts of the nursery, and staff ensure that they are trained and equipped to meet every need. Staff work very closely with parents and other professionals and agencies involved in individual children's progress. The partnerships with other providers involved in the delivery of the Early Years Foundation Stage are extremely well established, and management have liaised with each group to establish a method of communication to ensure continuity for the individual child. This is working exceptionally well, with clear indications that all relevant information is shared.

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

Children are very happy, confident and enthusiastic to learn in the welcoming and bright environment. They have fun as they eagerly choose activities and learn to make their own decisions. The development of children's independence and promotion of active learning are key strengths throughout the nursery. Resources are thoughtfully stored and small steps in learning are encouraged in self-help skills, such as dressing and toileting. Areas of continuous provision in the indoor and outdoor environment provide a stimulating range of inviting opportunities for children across the age ranges. Babies eagerly investigate crayons and enjoy making marks. They develop a sense of identity and belonging in the very supportive environment. Children are offered exciting challenges to extend their experiences with time to explore, practise and apply their learning. Staff support children sensitively and provide explanations to make children think as they work alongside them and extend learning. This helps children to acquire new skills and confidence to try new experiences. The development of children's language and communication skills is given a high priority. Toddlers confidently use gestures, facial expressions and sounds to make themselves understood. Children join in lively music time throughout the nursery. They develop an excellent repertoire of action songs and young children enjoy using scarves and feathers to music. Children develop an enthusiasm for reading and they enjoy time sitting with staff listening to stories, with older children able to re-tell stories and understand that print carries meaning. This is supported by the excellent use of print around the nursery.

Children's individual starting points are informally discussed by parents and the key worker during the settling-in period. Detailed care plans are established to form a shared baseline for children's learning. There is an exceptionally robust system in place for tracking children to ensure they are making sound progress towards the early learning goals. Each key worker takes responsibility for assessing and planning for their key children. This ensures continuity that children's preferences and interests are identified to inform future planning, and identifies the 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 examples of artwork.

An excellent balance of adult-led and child-initiated opportunities are provided. Focus activities are recorded and evaluated to inform future practice. Planning is also based on topics, however these are completely flexible around the interest of the children, such as activities with wheels, are extended to the creative area to encourage and entice children into this area. Children become completely engrossed in their chosen activity, with children as young as two sitting with activities.

Changes in the seasons and different cultural festivals are celebrated throughout the year. Resource boxes and changing role play areas develop children's awareness and respect for similarities and differences in people's lives as they learn about the wider world. A very positive attitude towards sustainability is

actively promoted as children are encouraged to recycle items and use natural objects as play materials. They use the rich outdoor play area to recognise birds, find mini beasts and help to grow plants and vegetables in the garden. Older children discuss the changes in the climate, using a range of books and resources which parents can assess and share with the children at home.

A healthy lifestyle is strongly promoted. The flow of activities between the indoor and outdoor environments ensure that children benefit from regular exercise and fresh air throughout the year. Staff plan exceptionally well for outdoor play. The excellent use of space and resources ensures that children's learning is extended within this area. Good hygiene practices are actively promoted and children learn why they need to wash their hands and drink fluids regularly. Food consists of well-balanced options which are cooked on the premises each day. The cook is actively involved in the nursery and often shares her menus with parents. Meals are served to children in a social family environment. Staff use this time to develop independence, for example, children serve themselves and use knives and forks. Younger children rest or sleep comfortably, and babies sleep in cots as they follow their home routines.

Children are encouraged to consider and recognise potential risks and dangers as they gradually accept responsibility for their own safety. They understand the need for staff to be present when they are on the climbing wall and use the sliding pole carefully and competently. They begin to consider the consequences of their actions and learn to recognise different feelings and emotions. Children develop a strong sense of ownership as they 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. Older children confidently activate programs on a computer. Children are exceptionally well behaved as they happily share, take turns and play together cooperatively.

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

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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

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