

Ollie's Nursery, Breakfast & After School Club

Inspection report for early years provision

Unique reference number	309872
Inspection date	11/01/2012
Inspector	Julie Kelly
Setting address	Goosnargh Oliversons C of E School, Goosnargh Lane, Goosnargh, Preston, PR3 2BN
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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

Ollie's Nursery, Breakfast and After School Club was registered in 2000 and is managed by a board of trustees. It operates from a large porta-cabin attached to Goosnargh Oliversons Church of England Primary School in Goosnargh, Lancashire. Children have access to a secure enclosed outdoor play area. A maximum of 40 children from two to under eight years may attend at any one time. Of these, not more than 24 may be in the early years age group and of these not more than eight may be aged between two to three years. The setting is open Monday to Friday for 38 weeks of the year. Sessions are from 7.45am until 6pm. The setting also operates a breakfast and after school session during term time and a holiday club for children aged two to 11 years for 10 weeks of the year. The setting serves the local and surrounding areas and children attend for a variety of sessions.

There are currently 129 children on roll. Of these, 60 are under eight years and of these 54 are within the early years age group. A total of 30 children are in receipt of funding for early education. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 12 members of staff, including the manager, who work directly with the children. Of these, eight members of staff hold a qualification at level 3 in early years of which the manager and deputy manager are currently working towards an Early Years Foundation degree. The setting 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 a welcoming, inclusive and child-centred environment. Their individual needs are met through skilful planning of an interesting and varied range of experiences which cover most areas of learning well. Effective systems exist to ensure children's safety and health and encourage their involvement within the setting and the wider community. Strong links with parents and carers help to involve them in their children's care and education, and they are kept well informed of their children's progress. Comprehensive systems are in place for evaluating the quality of provision and plans for the future demonstrate that management and staff are committed to the continuous improvement of the setting.

What steps need to be taken to improve provision further?

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

- provide further resources and activities to nurture children's understanding of their own culture and those of other people
- provide further opportunities for children to develop mathematical ideas and

methods to solve practical problems.

The effectiveness of leadership and management of the early years provision

Children are well protected and safeguarded through the detailed policies and procedures which ensure those working with children are safe to do so. The safeguarding policies are effectively implemented, and staff know their role and duty in keeping children safe from harm. Staff conduct detailed risk assessments of the premises and outdoor areas and clear health and safety practices ensure children's safety and well-being are maintained at all times.

The setting demonstrates a strong commitment and capacity towards improving outcomes for children. All staff, parents and management are involved in the effective self evaluation process through questionnaires and meetings. The well-equipped and imaginatively resourced environment both indoors and outdoors is managed very well and staff are deployed effectively and efficiently. Children learn about equality and diversity through celebrations of festivals throughout the year, for example Chinese New Year and snack times often involve the tasting of foods from different countries. Resources such as multicultural dolls and books also help children understand cultural differences. However, some areas of continuous provision are less well developed in terms of planning resources and activities which nurture children's understanding of their own culture and those of other people.

Partnerships with parents and carers are effective and everyone is warmly welcomed into the setting. Children's 'learning journeys' are shared with parents and carers on a regular basis and comments about their children's development are encouraged, valued and acted upon. Parents comment positively about the setting and are particularly happy with the progress their children have made in relation to their personal and social skills. Partnerships with other professionals are evident ensuring that children are effectively supported and that there is continuity of learning and care. Children are prepared very well for their transition to school as the setting has established close links with primary schools in the local area.

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

Staff demonstrate their knowledge of the learning and development requirements and a comprehensive understanding of how young children learn and progress. As a result, outcomes in children's progress, achievement and well-being are good. Staff plan the environment and activities in response to close observations of children which ensures that their individual needs are met effectively. Children feel safe and secure with their key person who is sensitive to their individual routines and care needs.

Children enjoy a well organised space in which they move freely and safely to develop their physical skills. They use a wide variety of resources outdoors such as

climbing equipment, wheeled toys and swings in order to develop their climbing and balancing skills. Children effectively develop their fine motor skills through the provision of writing and mark-making tools, scissors and jigsaws. Children are developing good personal, social and emotional skills they interact and play happily with friends. They play cooperatively; sharing, turn taking and negotiating ideas when in the construction area. Children enjoy relaxing in the quiet area and have free access to a wide variety of books. They are very independent as they help prepare food and pour their own drinks at snack time. Children develop their communication and language skills through small group sessions when they listen attentively to stories and participate in the 'Letters and Sounds' phonics programme. They learn about colour, sorting and size when playing with a range of different shaped bears. However, further opportunities for children to develop mathematical ideas and methods to solve practical problems are less well developed. Children explore and investigate technology equipment as they confidently complete a computer programme and use the interactive white board.

Staff are committed to good quality care which actively promotes children's knowledge and understanding of safety and healthy lifestyles. Children are provided with a healthy and nutritious range of snacks. Staff support the children in following good hygiene procedures and teach them the importance of washing their hands after using the toilet or touching the pet rabbit. Children understand the importance of keeping safe and talk about looking after each other. Children's behaviour is good because staff consistently use positive language and encourage children to think about the consequences of their behaviour on others. Staff recognise children's efforts and achievements with positive praise and rewards of stamps and a special treat from the magic box.

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	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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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