

Alexandra Nursery School and Children's Centre

Inspection report for early years provision

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Inspector

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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

Alexandra Nursery School and Children's Centre was registered in 2001. It operates from one main room separated into different areas, and is situated in the Daubhill area of Bolton. All children have access to secure outdoor play areas. The setting accommodates children from the local and wider communities.

The setting is open each weekday from 7.35am to 6pm for 51 weeks of the year, closing for one week between Christmas and New Year. It is registered to care for a maximum of 24 children aged from three to under eight years, all of whom may be in the early years age group. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 24 children aged from three to four years on roll. The setting provides early education for three- and four-year-olds and supports children who speak English as an additional language and children with special educational needs and/or disabilities.

There are 13 members of staff working with the children, including staff from the maintained nursery school provision. All staff hold appropriate early years qualifications from level 2 to level 6. Additional staff are employed to undertake domestic tasks.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting is highly effective and outcomes are consistently good and exemplary in significant elements. There is strong leadership and management, and policies and procedures are effectively implemented by staff. There are superb systems for planning and individualised observational assessment, which means that children make significant progress in their learning given their capabilities and starting points. The provider places the promotion of equality of opportunity at the heart of all its work and children's uniqueness is valued and celebrated. The setting has a highly positive relationship with all groups of parents and carers and they are exceptionally committed to working in partnership with others. There are high aspirations for quality, and leaders and managers are exceptionally successful in inspiring the staff to work towards meeting or sustaining ambitious targets.

What steps need to be taken to improve provision further?

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

- improving further children's awareness of healthy practices by encouraging handwashing after blowing noses.

The effectiveness of leadership and management of the early years provision

There is a superior awareness of safeguarding issues among the adults. Their collaborative working with other key agencies is exemplary and comprehensive policies and procedures are implemented consistently and robustly to ensure that concerns are promptly prioritised. Children's welfare is also assessed regularly in order to identify and address any potential issues. There are robust recruitment, vetting and induction systems, and risk assessments are comprehensive and subject to regular external audit. Staff are highly vigilant in their supervision of the children and security of the premises is excellent.

The setting is highly committed to continuous improvement and exceptionally well-targeted plans are set through extensive self-evaluation tools. For example, a wide range of staff and management meetings take place, development objective plans are set and celebrated yearly, and external and internal observations take place. Processes for managing staff's performance and professional development are used exceptionally well. Excellent strides have been made since the last inspection and a particular emphasis has been on planning and assessment processes and the environment. The setting pilots new initiatives and parents are fully consulted on a range of aspects, for example, through questionnaires, and their suggestions are successfully acted upon.

Parents and carers are highly engaged. Effective settling-in procedures contribute to families building trusting relationships with staff. There are outstanding arrangements for overcoming communication barriers, such as the use of interpreters and dual-language signs and information. There are an informative array of notices, photographs and displays, and daily record sheets are provided along with regular newsletters. A digital photo frame also reflects what children do. Parent consultations provide a more formal way of sharing progress, and planning and development summary sheets are shared in order for parents to support learning at home. Parents share their child's 'graduation day' where children receive a scroll to celebrate their achievements.

Inclusion is superior. The setting work exceptionally hard to narrow the achievement gap for particular groups of children or individuals, ensuring that all children are integrated superbly. There are excellent systems for finding out about and meeting children's individual needs. For example, rigorous initial and ongoing assessments are completed, detailed information is gained from parents, for example, through 'my unique child' forms, and there is a designated inclusion coordinator who is responsible for drawing up and ensuring health, care or education plans are implemented. Children come from a wide range of backgrounds and the environment reflects these. Children take part in many different celebrations, learning about their own and others' cultures and beliefs.

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

Inspiring activities arise from an exceptional range of planning tools that highly consider individual needs and interests, including ideas shared by the children. Staff build on learning progressively and use meticulous systems for monitoring children's progress, including specific key grouping. Children develop exceptional habits as active, inquisitive and independent learners, and this is supported by adults' skilful interaction and a highly accessible, rich and vibrant environment. This is enhanced with excellent displays, signs, photographs and posters.

There are exemplary arrangements for supporting children's personal, social and emotional development and their communication, language and literacy skills. There are consistent routines, supported by picture signs, small group sessions and the use of sign language. An excellent key person system, coupled with effective transition arrangements, helps children feel safe and fosters their confidence and self-esteem. Children are highly sociable, very well behaved and communicate confidently. Role play toys and visits from emergency services personnel provide excellent opportunities for children to learn about keeping safe. Golden rules remind children how to behave, and to take care of themselves, each other and resources.

Children develop a superb knowledge and understanding of the world. They take care of the pet snail and fish, engage in bug hunts and visit farms, museums, mosques and churches. Their creativity is highly valued as they have outstanding opportunities to use their imagination and express their own ideas. There are superb arts and craft facilities, and innovative role play areas are created.

Nutritious meals and snacks incorporate freshly cooked food or things children have made. Children harvest their own vegetables and have helped to design the exciting garden, equipped with a vast range of sensory experiences, such as a climbing tree, insect hotel and willow walk. The 'forest school' ethos is followed and children benefit from fresh air and exercise daily. They enthusiastically play in the snow using digging equipment and construction role play resources, such as wheelbarrows and cement mixers. A healthy box and diary encourage children to follow good practices relating to healthy lifestyles at home and parents are encouraged to take part in 'walk to school' days. Excellent hygiene routines are generally in place; however, children do not always wash their hands after wiping their noses.

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
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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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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