

Bolton Nursery

Inspection report for early years provision

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Inspector

Jacqueline Baker

Setting address

Colby Lane, BOLTON, Appleby, Cumbria, CA16 6AW

Telephone number

017683 62468

Email

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

Bolton Nursery is run by a voluntary management committee. It opened in 2004 and operates from a purpose-built nursery unit within the grounds of Bolton County Primary School near Appleby, Cumbria. The nursery is open each weekday for 51 weeks of the year. It offers full day care from 8am to 6pm, before school care from 8am to 8.50am and after school care from 3.30pm to 6pm. The setting also provides a holiday club during school holidays, from 8am to 6pm and sessions from 9am to 3.30pm. All children share access to an enclosed outdoor play area.

The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 35 children under eight years of age may attend at any one time, of whom no more than nine may be under two years. There are currently 40 children aged from birth to eight years on roll, all from the local and wider catchment area. The setting also provides care for children aged up to 11 years. The nursery provides free early education for two-, three- and four-year-olds.

The nursery employs eight staff. All of the staff hold appropriate early years qualifications, including the manager who has Early Years Practitioner status. Two staff members are working towards a further qualification. The nursery is a member of the National Day Nurseries Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, children make good progress with their learning and development. They are cared for in a well-resourced environment where staff plan carefully to meet all children's needs. Staff have a high regard for children's health and welfare and this is reflected in the robust policies and procedures that are in place. Generally, partnerships with parents are good and the nursery has effective links with the local school and outside agencies. The self-evaluation process identifies realistic and appropriate targets, which in turn demonstrate a good capacity for the nursery to maintain improvement.

What steps need to be taken to improve provision further?

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

- review the organisation of outside spaces to ensure that all children have the opportunity to follow their own interests and become active and independent learners
- develop further methods of communication with parents to include how learning can be continued at home.

The effectiveness of leadership and management of the early years provision

Staff have a clear awareness of local safeguarding policies and they are well supported by effective procedures to report any concerns they may have about children in their care. Robust recruitment procedures are in place, including appropriate background checks, interviews and a probationary period. These, together with regular supervision and appraisal, mean that staff remain suitable for their role. Risk assessments and daily checks to the environment are thorough, meaning that children are able to move safely and freely around the nursery.

Resources are stimulating and support children's learning and development well. The environment is generally well organised and children are able to safely select their own toys and activities, this means that children are able to follow their own interests and become active learners. However, outside spaces are still evolving to ensure that all children are inspired to continue their learning in the open-air. Staff are knowledgeable about the Early Years Foundation Stage and use this effectively to support children in their learning. They are well deployed around the nursery and skilfully intervene with children as they play and learn. For example, their open ended questioning has a positive impact on children's learning and development. The manager shows great dedication to her role and has a clear vision of the future. She is supported by a strong committee and staff team who value improving outcomes for all children in their care. Self-evaluation provides an accurate diagnosis of the strengths and areas for development in the nursery. Reflective practice is embedded and staff make regular contributions to ensure that continuous improvement is evident. For example, reviewing procedures for completing and storing accident forms to maintain accuracy and confidentiality at all times.

The nursery has a highly positive relationship with most groups of parents and carers and relationships are well-established, ensuring each child's needs are met. Various methods of communication are used to keep parents and carers informed about their children's achievements, well-being and development including newsletters and diaries. However, more innovative methods to engage all parents with their children's learning have yet to be explored fully. Partnerships with the local school are well established and this means that at transition time especially children are well supported. Partnerships with other agencies contribute well to supporting children's welfare and learning.

An effective equal opportunities policy is regularly reviewed and supports the staff well. This, together with the staff's good knowledge of each child's background, means that the individual needs of all children are met. The setting has identified where further improvements can be made to overcome any remaining variations in children's progress and it has good strategies to tackle them. For example, developing areas to engage boys interests.

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

Overall, babies and children are contented and are making good progress with their learning and development. Their progress in communication, language and literacy is fostered by an environment rich in text and opportunities to practice their early writing skills. For example, they write letters, enjoy painting or making marks in shaving foam. Children enjoy using the computer where they demonstrate good skills and knowledge. This is because staff support children well by encouraging independence, yet intervening skilfully when needed. The use of large felt shapes engages children well as they stack triangles together or they make them into paths which they enjoy jumping on. These simple games mean that even young children are learning the names of shapes and can successfully identify the differences. Staff observe children regularly and use the Early Years Foundation Stage effectively to track their progress. Consequently, children are making good progress in all six areas of learning.

Children move around the nursery confidently and approach staff readily when they need help or invite them to be included in their games. This is because children are secure and have developed a sense of belonging in the nursery. They demonstrate that they understand how to keep themselves and others safe. For example, they ride bikes with great enthusiasm and skill yet are mindful of their own and others safety. Most children show good awareness about what constitutes a healthy lifestyle. Good personal hygiene routines are demonstrated as children know they should wash hands before meals and after using the toilet. Staff encourage children to be as independent as possible and this promotes their self-esteem and sense of well-being. Children enjoy plenty of opportunities to play outside where they ride bikes, climb or kick balls. This helps children's understanding about the importance of regular exercise as part of maintaining a healthy lifestyle.

Behaviour is generally good. This is because staff intervene skilfully and quickly to resolve any disagreements and support children to behave appropriately. Children are developing a respect for themselves and others and are learning about other culture and beliefs. This is because the nursery make effective use of stimulating resources and activities to introduce new ideas and promote diversity. For example, children celebrate Diwali by exploring Rangoli patterns and dressing in saris.

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