

Red Squirrels Nursery

Inspection report for early years provision

Unique reference number	EY350376
Inspection date	09/03/2012
Inspector	Eileen Rigby

Setting address	Warcop C of E School, Warcop, APPLEBY-IN-WESTMORLAND, Cumbria, CA16 6NX
Telephone number	01768341472
Email	head@warcop.cumbria.sch.uk
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

Red Squirrels Nursery was registered in 2007 and is run by a committee. It operates from the nursery building, school hall, reception area and associated facilities within the grounds of Warcop Church of England School in Cumbria. Children have access to a secure enclosed outdoor area. The setting is open Monday to Friday from 9.15am to 3.30pm during term time only and serves the local and surrounding community.

A maximum of 19 children aged under eight years may attend the setting at any one time. The setting currently takes children from two to five years of age. There are currently 26 children on roll all of whom are in the early years age range. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children attend a variety of sessions and the setting is in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities.

There are four members of staff who work directly with children. Of these, one holds a qualification at level 5 in early years and three hold a qualification at level 3 in early years. 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 happy and thoroughly engaged in a spacious and inclusive environment. Overall, they are confident communicators and use of space, resources and equipment is mostly effective. Detailed observations and assessments ensure that children's progress is good. There are effective relationships between staff, parents and carers and other early years professionals. All the required policies and procedures are in place and implemented well to maintain children's overall well-being. An effective, informal system of self-evaluation which reflects on practice and clearly identifies areas for improvement displays a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- provide suitable hygienic changing facilities for changing any children in nappies
- develop further opportunities for children to link sounds to letters.

The effectiveness of leadership and management of the early years provision

Staff have a secure knowledge of safeguarding and child protection procedures ensuring children's safety is a priority. The setting operates a strong staff recruitment system to effectively maintain their ongoing suitability to work with children. Detailed annual and daily risk assessments maintain a safe and hazard free environment. Overall, resources, including staff are effectively deployed to meet the needs of children attending. All the required policies, procedures and records are in place and regularly reviewed to ensure they are up to date and understood by all the staff.

Staff are interested, caring and know the children very well. An effective key person system, good connections with the adjoining school and successful partnerships with parents and carers ensure children's interests and learning needs are efficiently recognised. This is particularly true for children with special educational needs and/or disabilities. Families value opportunities for daily, informal discussions and appreciate staff's friendly and approachable manner. Detailed information is portrayed in children's development records for parents and carers to view. Regular questionnaires seek parental views and they appreciate the setting's willingness to accommodate their needs. Effective partnerships with local schools support children's transitions.

Equality and diversity is promoted well through a broad range of activities and resources, which promote positive images of culture, gender and disability. The manager and staff continually strive to maintain and improve practice. They value the input of children, parents and carers in their process of self-evaluation and have a shared vision and ethos. This information is used effectively to drive improvement and develop clear plans for the future.

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

Children are independent, confident learners who make good progress in their learning and development. They thrive in a happy, secure environment where their individual needs are well met. Staff value children's views and interests and use them to inform planning. As a result, children have good relationships with staff and each other. They are motivated by a wide range of interesting creative activities and experiences. For example, children eagerly participate in outdoor activities and are keen to partake in art and craft creations.

Good use is made of everyday activities to promote children's mathematical skills. For example, children confidently identify different sandwich shapes at lunch time. They have many opportunities to solve problems, be imaginative and use small tools such as scissors. Children enjoy books and stories and join in with familiar text. They are able to recognise their names and enjoy a word rich environment. However, opportunities for children to link letters to sounds are less well developed. Children thoroughly enjoy a touch-screen computer and items such as

recorded stories and programmable toys are used effectively in areas of continuous provision, for example role play. Such activities help children to develop good skills for the future.

Snack times are social occasions where children and adults confidently converse and share experiences. Children are gaining a good understanding of adopting healthy lifestyles as they make many choices from a selection of nutritious snacks and drinks. They also learn the importance of exercise and enjoy participating in action rhymes and climbing and balancing activities. A quiet, comfortable area is available for children who need to rest or sleep. Children practise good routines for their own personal hygiene and self-care skills. However, suitable facilities for changing any children in nappies are not always routinely used. Children's behaviour is good as staff are positive role models and have a consistent, fair and gentle approach to behaviour management. As a result, children are kind and considerate and happily share equipment and take turns. Children's understanding of the wider community is well fostered through local visits, discussions and the celebration of cultural festivals.

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