

Holcombe Brook School Nursery Ltd

Inspection report for early years provision

Unique reference number	316760
Inspection date	14/03/2012
Inspector	Kay Armstrong
Setting address	Holcombe Brook CP School, Longsight Road, Ramsbottom, Bury, Lancashire, BLO 9TA
Telephone number	0120 488 2404
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

Holcombe Brook School Nursery Ltd was registered in 1998 and is run by a committee of school governors. The provision operates from a dedicated classroom within Holcombe Brook Primary School in the Ramsbottom area of Bury. Children have access to a secure outdoor play area and are also able to access the school playground. The provision is open Monday to Friday from 8am to 5.30pm for 44 weeks of the year. Children attend from the local and surrounding areas. Out of school care is also provided for children in the reception year of the host school.

The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children aged two to under eight years may attend the provision at any one time. There are currently 37 children on roll. All of whom are within the early years age range, 27 children receive funding for free early years education. The provision supports children with special educational needs and/or disabilities.

There are five members of staff who care for the children. Of whom two hold a qualification at level 4 in early years and of whom one is working towards the Early Years Professional Status, two hold a qualification at level 3 and one is working towards a qualification at level 2. The provision receives support from the local authority and has gained an award from the local authority for healthy eating.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are welcomed into a warm and fully inclusive environment. Staff have a good understanding of the Early Years Foundation Stage framework and implement most areas of it very well. As a result all children make good progress in their learning and development. Positive relationships with parents, carers and other early years providers ensure children's individual needs are recognised and met well. There are effective systems in place to ensure children are kept safe and all staff have a secure understanding of safeguarding issues, although the written risk assessment is not sufficiently detailed. A strong capacity to maintain continuous improvement is demonstrated.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- improve the risk assessment so that it includes all aspects of the environment that need to be checked on a regular basis. (Suitable premises, environment and equipment) 30/03/2012

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

- extend further opportunities for children to increase their self- help skills such as pouring their own drinks and serving their own food at snack time
- develop further the systems for summative assessments to more consistently track and record the children's progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Children are well protected as staff clearly understand the policies and procedures and their responsibility in the event of a concern or allegation of abuse. Comprehensive recruitment and vetting procedures ensure that all staff are checked through the Criminal Records Bureau, securing children's safety. Records, policies and procedures are well organised, regularly reviewed and are effective in supporting children's welfare. Staff take positive steps to ensure all hazards to children are kept to a minimum. Consequently, children can move freely and safely both indoors and outdoors. However, the written risk assessment does not fully enough include all aspects of the environment that need to be checked. This is specific legal requirement of the Statutory Framework for the Early Years Foundation Stage, which has not been met.

Children engage in a wide range of challenging experiences and learning opportunities. An enabling environment is provided through effective organisation of resources linked with a good range of play materials. Equality and diversity is fostered effectively as staff value and embrace different cultures, gender and abilities. A high regard is given to the value of working in partnership with parents, carers and other providers. Parents have access to a broad range of information and this contributes significantly to children's well-being and inclusion. Parents and carers speak highly about the provision, detailing aspects such as the friendly staff, good activities and shared information, as particular strengths. The good partnerships with other professionals ensure children with special educational needs and/or disabilities are effectively supported. Positive links with other providers and the host school have been made. This promotes continuity of care for the children and eases their transition into full time education.

The staff team work very well together. They attend training courses whenever possible to enhance their skills and knowledge. The successful completion of the recommendations raised at the last inspection, on-going self-evaluation and reflective practice demonstrates the provisions strong commitment to driving improvement. Consequently the outcomes for the children are significantly enhanced.

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

Children are happy, secure and well settled as an effective assigned key person system ensures staff know them well and recognise their uniqueness. Their behaviour and attitude to learning is good, as they share and take turns and join together in play. Staff have a clear knowledge and understanding of the learning and development requirements. Consequently, children are making good progress towards the early learning goals. Planning of the curriculum is based upon children's choices and both staff and parents' observations of children's interests and achievements. Sensitive observations of children's progress are undertaken systematically. However, the system for recording and tracking children's progress consistently through a summative assessment is less well developed.

Communication, language and literacy are very well supported within the provision. Children handle books with care, they enjoy looking at books and listening to stories. Many children have excellent pencil skills as they draw detailed pictures of their favourite characters from well loved books. They have lots of opportunities to write and make marks with their fingers in the paint and sand. Many children confidently link letters and sounds and write their own names. Children happily match, sort and count. They are developing a good understanding of mathematical concepts, such as 'full' and 'empty' as they play in the sand. They learn about lifecycles and begin to understand about nature as they plant and care for flowers, herbs and vegetables.

Children have good opportunities to use technology equipment such as cameras and computers. They use a variety of resources to develop physical skills and refine their dexterity. For example, they competently thread laces into templates; snip and cut with scissors, ride bikes and climb and balance on large equipment outdoors. Children express themselves well creatively as they paint, dress up and play imaginatively in the role play area and with small world resources. The activities and opportunities offered including the good staff interaction clearly supports the good development of children's skills for the future.

Children's independence skills are fostered well as they make choices freely in their play. However, they have few opportunities to increase their self-help skills during snack time such as serving their own food and pouring their own drinks. They enjoy healthy meals and snacks and have access to fresh drinking water at all times. Children's health, welfare and physical development are well promoted through daily routines and activities. Children develop a good understanding of their own and others safety. They regularly practise the emergency evacuation procedures and are gently reminded by staff about using tools and equipment safely.

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