

# Kirkby on Bain Nursery

Inspection report for early years provision

---

<b>Unique reference number</b>	253686
<b>Inspection date</b>	21/03/2012
<b>Inspector</b>	Beverly A Kemp-Russell

<b>Setting address</b>	Wharf Lane, Kirkby on Bain, Woodhall Spa, Lincs, LN10 6YW
<b>Telephone number</b>	01526 352228
<b>Email</b>	
<b>Type of setting</b>	Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Kirkby-on-Bain Nursery was registered in 1992 and is a committee run setting. It operates from the community hall in the village of Kirkby-on-Bain, in the county of Lincolnshire. It is adjacent to the primary school. The setting serves the local community and surroundings areas. There is a fully enclosed outdoor play area for children.

The nursery opens Monday to Friday term time only. Sessions are from 9.00am until 3.15pm with the exception of Thursday when the session finishes at 3.15pm. The setting is registered for children aged from two to five years. Children are able to attend for a variety of sessions. The numbers and ages of the children attending are consistent with the staffing arrangements and the space available to meet the children's needs. Staff ensure no more than 24 children attend the setting at any one time. There are currently 21 children attending who are within the Early Years Foundation Stage. The setting is registered on the Early Years Register and both parts of the Childcare Register. It can support children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery has four members of child care staff. Of these, three hold appropriate early years qualifications. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

All children are cared for in a warm and welcoming environment, where they are mostly supported in line with their individual needs. Children are fully safeguarded and their welfare is promoted through good policies and procedures, which all staff have a clear understanding. Effective partnership with parents and partnership working with other providers and professionals promotes an integrated approach to children's care and learning. The setting's system of self-evaluation is robust.

## **What steps need to be taken to improve provision further?**

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

- develop further the space for children who wish to sleep or relax safely and without disturbance. Ensure it is equipped with appropriate furniture
- consider how the space within the environment can be planned more effectively to give more scope for free movement and well-spread activities

## **The effectiveness of leadership and management of the early years provision**

Children are happy and settled in the setting and they clearly relate well to the kind, caring and knowledgeable staff team. Effective practices and procedures are in place to safeguard children. For example, recruitment, vetting and induction procedures help to ensure the suitability of the staff and safeguarding policies are followed. The setting is securely maintained, with potential hazards identified and minimised through risk assessment procedures and a secure building. Staff are well-qualified and they continue to develop their knowledge through their commitment to ongoing training and development which is recorded on the staff training plan.

All records and documents are in place and are informative. Staff gain clear information from parents and carers, which enable children to make good progress from their specific starting points. It also motivates staff to value each child in line with their individual needs. Partnership working with parents and carers is superb and staff nurture purposeful relationships with parents. Information is exchanged and shared through the settings clear communication channels but in a confidential and professional manner.

Effective systems are in place to keep parents up-to-date with their children's progress and systems are developed to ensure parents are encouraged to become actively involved in their children's learning. Children also benefit because the setting liaises with external agencies or services. The staff team work with a range of other agencies and professionals, in order to meet the individual needs of children and families. They also nurture close links with other providers and schools. All staff have a good knowledge of the local area and how to access specific support actively contributing to building good relationship. All staff work as a strong team to ensure support and a smooth transition for all children.

The staff and management are committed to developing the service they provide and they work with Local Authority advisors to make improvements where necessary. The setting use a very effective system of self-evaluation, which is constantly being updated to reflect current practice in the setting to ensure children benefit from improved practice in all areas. The effectiveness of leadership and management in embedding ambition and driving improvement is excellent. Systems are fully developed to ensure ongoing monitoring and evaluation of the early years provision.

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

Children are cared for in a safe and secure environment. Good health & hygiene policies and procedures are in place to minimise the risk of cross infection. Children benefit from a healthy diet, as both children and staff prepare nutritious and well-

balanced snacks. Fresh drinking water is freely accessible to children and systems are in place to ensure each child's specific dietary requirements are met. Children access outside play daily to fully promote their health and well-being. However, the space within the environment is not planned effectively to give enough scope for free movement and well-spread activities. Also the area for children to rest and sleep is not fully developed or equipped. Children have varied and stimulating opportunities to access a good range of play materials outdoors which, fully supports their learning. Children's awareness of safety issues is also well promoted through discussions, activities and regular events. Children spoke clearly about adults lighting a barbeque and them having to be careful as it gets very hot. Children are also encouraged to take calculated risks with staff re-enforcing the possible dangers to help children to become aware of these and assess the situation for themselves. For example, when going out for walks round the local area they are reminded about road safety.

Children are making good progress in their learning and development. Clear planning, observation and assessment systems provide a range of adult-led and child-initiated play experiences for children which are interesting and innovative. Observations and assessments are well-monitored to identify children's achievements and in particular their social and emotional development. Planning is flexible to meet the individual needs of each child attending and staff work well at adapting planning to children's interests to ensure they are motivated to learn. Planning, observation and assessment in all areas of learning is fully recorded, linked to the early learning goals and clearly identify children's next steps in learning. All children are settled and relate extremely well to staff. Children benefit from lots of hands on play experiences where they explore and investigate. For example, the opportunities they have for gardening in the outside play area, watching plants grow and caring for them. Children access a developmentally appropriate range of information, communication and technology toys and resources such as computers to support their learning which they thoroughly enjoy. Children's communication skills are enthusiastically promoted during planned activities where they are encouraged to discuss and describe what they are making or using. Children also enjoy listening to stories and looking at books independently. Their problem solving, reasoning and numeracy skills are well-promoted through counting, sorting and weighing activities. Children celebrate Easter and Birthdays in the setting and they have good opportunities to learn about the cultures and beliefs of other people. An American parent came into the setting with planned activities about Thanksgiving and staff have celebrated Diwali and Chinese new year. Children play co-operatively with their peers, learning to share and take turns. They are actively encouraged to be independent at all times through the session by staff gently encouraging and guiding them. For example, they are encouraged to put on and take off their own coats and shoes, help tidy up and feed themselves at meal times. Children's behaviour is very good, with staff using appropriate strategies to manage behaviour and acting as good role models to. All of this inspires children to be motivated to learn and develop their skills.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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
--	-----