

Hambleton Nursery School

Inspection report for early years provision

Unique reference number 403605
Inspection date 19/03/2012
Inspector Sandra Harwood

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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

Hambleton Nursery School has been registered since August 2001. It is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. The nursery is set in the village of Hambleton in Poulton-Le-Fylde, Lancashire. Most of the children live locally and come from various backgrounds. The nursery operates within Hambleton Primary School. The nursery children also have access to shared resources within the reception class, library, hall and an enclosed outdoor play area.

The nursery is open term time only from 8.30am until 3.30pm each week day. It is registered to care for 24 children at any one time and there are currently 50 children on roll who attend various sessions. The nursery is managed by a committee, all staff are qualified and the nursery works closely with the foundation stage leader within the school.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children flourish in this setting due to the exemplary care they receive. All aspects of their welfare and development are promoted to a high standard therefore children make excellent progress in their learning and development. Partnerships with parents, carers and other professionals involved in the care of the children make a significant contribution towards the children's well-being. On-going self-evaluation of the setting takes account of the views of the children, parents and all staff members which ensures there is a high capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- continuing to develop systems used to record next steps.

The effectiveness of leadership and management of the early years provision

The staff at all levels have an excellent awareness of safeguarding issues and continually update their knowledge. The staff fully understand their role in safeguarding children and the procedures to follow should a concern arise. As a result, children are effectively safeguarded and well protected. Children are further protected by rigorous recruitment and vetting procedures, which includes the induction and supervision of new staff. Rigorous daily and annual risk assessments are completed to ensure children are continually cared for and supervised in a safe

environment.

The nursery is led by a committed manager and committee who successfully support and inspire the team to drive continuous improvement and identify targets for development. For example, the outside area is being extended to increase greater access for the children. Previous recommendations have been successfully implemented. As a result children's safety is successfully promoted. There is considerable commitment to staff training and development through regular opportunities to attend courses and training. Therefore, the whole team works very well together and actively promotes the needs of the children within the setting.

Partnership working at all levels is exemplary and a fully inclusive environment is provided. Well established systems with other professionals ensure that children with special educational needs and/or disabilities receive effective support. Children's individual needs are known and successfully met because comprehensive information is gathered by the key worker. Parents and carers are very well informed about all aspects of their children's achievements and development through meetings and reports. In addition, daily conversations, photographic displays and newsletters enable parents to support their children's learning. Parent's views and comments are actively sought and included to support children's learning.

Excellent provision of high quality resources, a stimulating learning environment and very good deployment of staff, ensures that children learn, develop and thrive exceptionally well.

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

An extensive and exciting range of resources, which are stored at children's level, enable children to self-select and follow their own ideas and interests. The setting is safe and secure and staff are highly committed to children's safety as they offer support when needed. For example, when children cross the ladder bridge and they encourage children to clear up after a spill to make it safe for everyone.

Children gain excellent skills for the future that enhance their self-esteem and confidence and equip them with the learning in preparation for school and the future. The children actively contribute to discussions, offer their opinions, negotiate and ask questions such as 'do you want to make it pink like mine?' Children flourish extremely well in their learning and development, taking into consideration their starting points. Staff support this process through regular observations and these are clearly linked to the six areas of learning however, next steps are not clearly recorded.

Children enjoy the sports sessions with the external teacher when they learn and

practise new skills. The children are enthusiastic and play with a purpose, confidently making choices as they move between activities or make up their own games with their friends. They interact very well with both staff and their peers and are developing strong friendships. Children's understanding of diversity, similarities and differences are successfully supported. For example, they celebrate a range of festivals and gain first hand experiences when they visit the local Chinese restaurant to experience the food and gifts children receive during Chinese New Year.

Children take responsibilities for tasks and make choices about where, and with what they want to play with. This develops high levels of self-motivation and confidence. They co-operate as they make and sell cakes in the bakers shop and work well on their own as they concentrate on the jigsaw making the animal noises as they complete them. Staff are skilled at empowering the children to take the lead in all aspects of their learning. For example, when they make magic wands the children are given time to think about what they want to put on the top of their wand and what they are going to use to decorate it.

Staff are very positive role models, they are supportive and respectful towards each other and the children. Children behave extremely well and use excellent manners. They have close respectful relationships with staff and strong friendships with each other. They show an excellent awareness of responsibility within the setting and the boundaries which are in place. As a result the children respond to 'tidy up' music positively and happily help each other tidy away the toys.

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