

The Old Library

Inspection report for early years provision

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Inspector

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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

The Old Library nursery is owned and managed by a limited company and has been operating since 1988. It operates on the ground floor within a converted library. The nursery is located in the village of Wardle in Rochdale. Outdoor play areas adjoin the premises.

The nursery is open Monday to Friday from 7.30am to 5.30pm 51 weeks of the year. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 56 children may attend the nursery at any one time, 40 of whom may be in the early years age group. There are currently 58 children on roll.

The setting receives funding for three and four-year-old children and welcomes children with special educational needs and/or disabilities and children with English as an additional language. There are 11 members of staff working with the children; 10 of whom hold an appropriate early years qualification and one is working towards a qualification. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development because the staff demonstrate good knowledge and understanding of the Early Years Foundation Stage. They know the children well and work closely with parents and carers, which ensures that children's individual needs are sensitively met. Children's learning is well supported by a large range of toys and resources that are easily accessible to them and routines generally support their independence. Partnerships with parents and others are well established and have a positive impact on outcomes for children. The nursery's links with other professionals ensures that children's welfare and development needs are met. However, self-evaluation systems are not yet fully developed.

What steps need to be taken to improve provision further?

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

- develop further opportunities at snack and meal times to improve children's independence
- develop further the system of self-evaluation in order to help promote continuous improvement to the provision and outcomes for children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the nursery because the staff have a good knowledge of safeguarding policies. They have effective procedures in place to manage any concerns they may have about the children in their care. Staff are also appropriately vetted and suitable to work with young children. The environment is very conducive to learning and ensures that children have easy access to all resources. The daily risk assessments cover all areas used by the setting, including the outdoors. This means that children move safely and freely around the nursery and ensures the outdoor space is safe to use at all times. All other records are effectively monitored; ensuring children and parents details remain up to date.

Under the exceptional leadership of the new manager and management team, the nursery is forward looking and reflective. They continually look for ways to improve provision for the children and set themselves ambitious and appropriate targets. This, combined with strong teamwork and the staff's desire to continually train and develop as professionals, contributes strongly to the nursery's development. However, they recognise the need for a more cohesive approach to the self-evaluation system. Recommendations raised at the previous inspection have been appropriately addressed. For example, book areas are inviting and comfortable for children to listen to stories and look at books and good behaviour management is in place. Opportunities to discuss healthy eating and where food comes from are incorporated within the nurseries planning. Consequently, the nursery has good capacity to sustain and drive improvement.

A particular strength of the nursery is the close working relationships with parents and carers. Parents are encouraged to complete the nurseries 'parent information sheet' in the entrance, this notes any special moments to be shared, ensuring that the children's interests are being met. They obtain useful information about each child through the use of 'all about me' and daily diaries. This means that parents' wishes and children's individual needs are effectively met. The nursery and parents share important information about their child's starting points and progress. This means that parents are involved in their child's learning and each child is well supported in making progress towards the early learning goals. The nursery values parents and carers and encourages them to become involved in the nursery for example, being represented at staff meetings. This enables parents to convey their opinions, which ensures that working together is in the best interests of the children.

Staff offer sensitive support to children who have special educational needs and/or disabilities. They readily adapt activities to ensure that all children can access them. Staff also promote equality and diversity successfully through implementing policies and procedures well. This means that the individual needs of all children are met and are fully included in the life of the setting. The nursery receives support from the local authority early years team, this enables areas for improvement to be identified and plans developed. They are also working towards

a recognised quality scheme.

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

Staff are knowledgeable about the Early Year's Foundation Stage and use this well to support children's development. Staff implement a good key worker system to observe, assess and plan children's learning, enabling the children to thrive and make good progress in their next steps.

Children really enjoy being at the nursery and move around independently, confident and secure in the routines that are provided. For example, children enthusiastically take part in 'Sticky Kids' singing and movement activities. Babies actively engage in mark making activities looking for reassurance and encouragement from staff. All staff are fully engaged with the children, know them well and form genuinely strong relationships with them.

Children's good health is promoted well by the staff. Healthy snacks are provided and children are given appropriate opportunities to make choices. This generally promotes their independence, self-esteem and social skills. However, at lunch and snack time, opportunities for children to serve themselves are not fully enhanced. Staff support the very young children to clean their hands. Older children willingly wash their hands before snack because good hand washing routines are well established. Photographs of current children hand washing are displayed to remind children of the process and the importance of this. Children enjoy playing outdoors and they have access to a wide range of resources including role play, sand, water, balancing equipment, bike track with bikes, which further test and challenge their physical skills.

Attractive displays of children's work and photographs of them involved in play, help to inform parents and promote children's self-esteem effectively. Each child is valued for who they are and staff know the children in their care well. Children make good progress towards the early learning goals because the staff plan activities around the individual interest and needs of the children. Staff observe children regularly to ensure that the activities on offer can be adapted to meet individual children's needs. The children enjoy playing in the home corner using their imagination, knowledge and understanding of the world. Children independently access the craft area and have time to make creative pictures with adult help and support if required. Children are actively encouraged to clean up after messy play and do so enthusiastically. When accessing the outdoor area children are encouraged to independently put on their outdoor clothing; assistance is given if required. This means that children are developing sound independent skills for the future.

Children behave really well in the setting because the staff give clear explanations and set appropriate 'golden rules' boundaries. Children are developing respect for themselves and others and are learning about other cultures and beliefs very well. This is because the staff make good use of celebrations, festivals the local

community and plan to incorporate other cultures, disabilities and beliefs.

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	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	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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