

Nature Trail Nursery

Inspection report for early years provision

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Inspector

Michelle Britch

Setting address

Solutions House, School Lane, Brinscall, CHORLEY,
Lancashire, PR6 8QP

Telephone number

07812 117265

Email

ajehrje2008@gmail.com

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

Nature Trail Nursery is privately owned and managed. It was registered in 2011 and operates from a converted building in Brinscall, Chorley, Lancashire. It operates from four play rooms and associated facilities. The children have access to an enclosed outside play area. The nursery is open from Monday to Friday, from 7.30am until 6.30pm, for 51 weeks of the year. The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 60 children aged under eight years may attend the facility at any one time. There are currently 40 children on roll in the early years age range. Of these, 15 children receive funding for nursery education. The setting offers a service to local families and children. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs 15 members of staff who work with the children. They all hold National Vocational Qualifications at Level 2 and 3 in childcare. One member of staff is working towards a level 4 qualification. Two members of staff hold Qualified Teacher Status and one holds Early Years Professional Status. 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 enjoy their time at the nursery. Their welfare, learning and development are well promoted as staff demonstrate a good knowledge of the Early Years Foundation Stage. Overall, children make good progress as they enjoy a broad range of worthwhile activities which captures and sustains their interests. The nursery offers a warm and caring environment where the good relationships between staff and children underpin the happy atmosphere. The partnership with parents, carers and other agencies is a key strength and contributes significantly to ensuring that the needs of all children are met very well. Good emphasis is placed on self-evaluation which supports the management and staff team to identify strengths and weaknesses of the provision.

What steps need to be taken to improve provision further?

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

- provide a challenging and resourceful environment across all rooms, which will enhance children's spontaneous or free flow play
- lead and encourage the practice of sustained shared thinking by offering encouragement, clarifying ideas and asking open questions, which support and extend children's thinking and help them make connections in their learning.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively because staff have a good understanding of child protection procedures and know how to implement these. The organisation of the premises and deployment of staff is good, which means children can move freely and safely. Effective procedures are in place to identify risks and hazards and appropriate action is taken to minimise these.

Strong leadership and management, in addition to effective team working, result in a smoothly run environment. A strong commitment to self-evaluation and improvement ensures that practices are constantly evolving and reflecting to meet the needs of the children and their families. Quality assurance schemes and monitoring, such as, the Lancashire Quality Award shows a dedication to improving practice further.

Partnerships with parents are outstanding. The staff team go to great lengths to make parents feel welcome and included in their children's time at the nursery. They receive an extensive range of high quality information and there are many opportunities for parents to be involved in their children's learning. For example, a vast array of information is displayed on the many notice boards, including children's 'Learning Journeys' and significant observations. A 'Bags of Life' is sent home with each child weekly, which provides parents with information on supporting children with different skills, including, toilet training, developing speech and reading. Prospective parents and fathers are invited to coffee mornings to help children settle and give greater insight into nursery life. This valuable relationship is hugely beneficial for children as continuity of care can be effectively achieved.

The commitment to promoting an inclusive environment is outlined in the policies provided for parents and carers. The needs of children who speak English as an additional language and those who have special educational needs and/or disabilities are very well respected. Children also take part in activities and discussions which help their knowledge and understanding of diversity. For example, as they celebrate festivals and enjoy regular visits into the wider community. Partnerships with the Children's Centre, other agencies, and visits from feeder schools, are very effective in supporting children's individual needs and providing for smooth transitions.

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

The very pleasant, relaxed atmosphere, and positive relationships at all levels, are a key factor in the success of the nursery and children's learning and development. Children are confident as they develop their independence, becoming enthusiastic and self-motivated learners. The staff team are conversant with the Early Years Foundation Stage, incorporating this well into their daily routine. Planning is

inclusive to support individual children's needs which are identified through regular observations. Staff know the children well and recognise the next steps for their progression. This enables them to make good progress through the learning goals.

The children have developed close relationships with the staff and are confident to try new things. The daily activities incorporate a good balance of adult-led and free choice opportunities for the children. However teaching methods between staff varies, therefore, some children are not benefiting from well framed questioning to encourage their thinking and reasoning skills during independent play. Clearly defined areas of continuous provision are in place both indoors and outdoors and some are well resourced. However, this is not consistent across all rooms to facilitate children's spontaneous play and better outcomes.

Children enjoy creating their own art pieces with regular opportunities available for exploring paint, glue, sand, water and malleable materials. The younger children benefit from cosy snugs with sensory lights, heuristic materials, reading materials and photo books with recognisable people on display. Children have positive, social skills and develop negotiation skills as they play matching board games. Role play is also a firm favourite, as they care for babies and develop their imagination. Several children became enthralled in their own ideas and imagination as they use the resources available. They enjoy making a 'monster pond', measuring, adding and mixing the ingredients before adding dinosaurs and animals and sand to the mix.

Staff regularly praise and encourage children's achievements, helping them to develop good self-esteem and confidence. Children enjoy their time spent outdoors. They explore the wider community on foot or by public transport through visits to the local butchers to buy their meals for lunch, the hairdressers and post office. The children enjoy taking photographs of these visits, which are readily available for them to look at with staff. Children are beginning to learn about sustainability through recycling milk cartons locally. Such positive experiences support their knowledge and understanding of the world, as well as, develop their life skills.

Children develop a clear understanding of how to keep themselves safe whilst on the premises as staff talk about how to play with malleable materials. Children take part in regular dance and movement classes to develop their physical skills, as well as, using a climbing frame.

Children enjoy the healthy snacks and meals provided and develop a good level of independence, as they help prepare snack, serve meals and pour their own water. Children are aware of their health and hygiene needs and are reminded to help themselves to tissues for their noses and dispose of them in the bin. Children's behaviour is very good and they respond well to instructions from staff.

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	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	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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