

Evelyn Street Nursery School

Inspection report for early years provision

Unique reference number	EY425505
Inspection date	18/05/2012
Inspector	Janet Ebsworth

Setting address	Evelyn Street Community Primary School, Evelyn Street, WARRINGTON, WA5 1BD
Telephone number	01925 495567
Email	EvelynStreet_primary@warrington.gov.uk
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*.

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Description of the setting

Evelyn Street Nursery School registered in 2011. It operates from a designated nursery classroom within Evelyn Street School, based in Warrington. It is a committee led voluntary provision. The nursery serves the local area and is part of the school. The nursery is accessible to all children and there is an enclosed area available for outdoor play. The nursery also has use of a large enclosed field and the school allotment that has chickens and bees.

The nursery opens Monday to Friday during school term times. Sessions are from 8.50am until 11.50am and 12.20pm until 3.20pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register to care for eight children aged two years old within the school maintained nursery. The group supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 or above and one member of staff is currently completing an apprenticeship at level 2. The manager is the early years teacher. She holds an honours degree and is the school foundation stage coordinator. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

A passionate team of practitioners create a fully inclusive environment where children are respected and valued as individuals. Therefore, they make significant gains in their learning. Excellent key worker systems promote close working relationships with parents. Also the nursery has strong, effective links with outside agencies. Robust and extremely secure practices ensure that children's welfare is protected. The innovative manager leads a dedicated team, who together reflect upon and improve practice, which results in a continually improving setting. The nursery supports children on an individual basis, which enables them to make excellent progress from their starting points.

What steps need to be taken to improve provision further?

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

- extending the outdoor area to build upon children's active learning outdoors.

The effectiveness of leadership and management of the early years provision

Children are extremely well safeguarded due to robust recruitment procedures. Stringent vetting procedures ensure that all adults who have contact with the children are suitable to work with them. Practitioner's are confident of what to do should they have any concerns for children in their care. They are well trained and knowledgeable about child protection matters. This means that children are well protected from possible harm. An electronic locking and intercom system ensures that children can safely access the outdoor provision. Risk assessments and effective policies and procedures mean that children confidently access all areas of the provision. They develop confidence, independence and explore with curiosity and without fear of harm. Expert organisation ensures that areas of learning are presented in a way, which allows children to follow their interests, play imaginatively and encourage concentration skills.

Leadership is inspiring and all practitioners have a clear commitment to their role in improving outcomes for children attending the nursery. Children happily come into the nursery. This shows how they have developed a positive attitude towards learning, as a result of the nurturing key worker systems in place. Practitioners work together effectively and consider children as individuals when preparing the environment, developing routines, deploying resources and planning. This ensures that children make remarkable progress.

Outcomes are clearly attributed to excellent use of resources and practitioners expertise in meeting the individual needs of a diverse range of children. The nursery is clearly well maintained and resources are acquired following consideration for children's needs. A two-story indoor role play area is available and the generally well-equipped outdoor facilities, include tree stumps, so that the children can develop some good physical skills. Frequent team meetings, consultation with parents and appraisal are some of the very effective systems that are in place to reflect on practice and motivate the practitioners. Self-evaluation drives the nursery to further develop the provision, in order to maximise the children's potential.

Partnerships with parents are highly effective and valuable information is shared. Termly one to one meetings with families ensures that staff find out all about the child, so that they plan efficiently. Email and text messages are also used to share updates, celebrations and ensure a direct line of communication. Staff are planning to develop this further using a virtual reward system to send information and photographs of children's work and/or achievements through a touch screen table, which the children can participate in. Learning journeys, parent and child voice sheets and invited comments, ensure a wealth of underpinning knowledge of the children's backgrounds and needs. Newsletters and Makaton information to share signs and songs are sent home every week. This process ensures that families are kept fully informed of their child's progress and nursery developments. Excellent partnerships in the wider context are in place. The nursery has strong links with agencies that are involved with the children, who have special educational needs and/or disabilities. Children's experiences are planned for using input from

specialists when required.

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

Trusting relationships are evident between the practitioners and the children. The excellent key person system ensures that children successfully develop a close bond with significant adults and this supports them to feel confident and secure in the provision. Children settle swiftly into the routine, as a result of these systems. Practitioners have a wealth of experience in meeting the diverse learning needs of children. They use this knowledge to plan for children's individual learning needs and ensure that additional support is provided where appropriate. Learning journey files include observations and assessments, which reflect children's interests. Observation is integral to planning and is used alongside information from parents and practitioners. This system is closely monitored to ensure children's individual needs are met and progress is ensured. Children's introduction and access to the provision is a prime focus and further plans are in place to ensure high levels of adult support are available, if necessary. All children are warmly welcomed and where necessary, are comforted and supported using a sensitive, calm and gentle approach. Children are making outstanding progress. Continuous provision is planned effectively to ensure that children access all areas of play freely and make progress.

Children enjoy playing in the Information and Communication Technology area. They access the interactive white board and lap top, use the trains and tracks and small world area, which includes mounted photographs of the children. Therefore, they use these to represent themselves as they are placed into play environments that they create. Children also enjoy mark-making activities and choose to spend time outdoors, where there is an extensive range of resources. They use the space to run and play chasing games, laughing and smiling. There are good opportunities to play in the sand, use wheeled toys, climb and jump from the tree stump, explore the willow den and tunnel. Children plant vegetables and note the changing seasons through observations of the apple trees, flowering plants, bird nesting box and hedgehog house. Role play resources are available in large labelled boxes and in the summer house. Children have access to the school allotment and use honey from the bees and eggs from the chickens in cooking and snack, which teaches them about food and its source extremely well.

Children's personal, social and emotional development and communication skills are given high priority in the nursery. Children take part in peer hand massage, so that they learn about positive, acceptable touch to promote a feeling of well-being. Behaviour is very good and practitioners use positive methods to support children's interactions, so that they share resources and equipment and take turns successfully. Practitioners use skilful interaction and good teaching strategies to support children's speech, language and communication development. When playing with the trains, the practitioner describes the children's activity. For example, 'you are pushing the train over the bridge, let's connect them together.' Makaton sign language is used, so that children and adults can communicate

straight away. Children show an awareness of space by adding more and more trains to the track until it is full. Children develop excellent problem solving, reasoning and number skills when using the interactive white board, tap the numerals and activate the song 'five little speckled frogs.' The practitioner supports children very well to follow a process of trial and error.

Well thought out methods are used to encourage children to adopt healthy lifestyles. Children engage in exciting activities that help them to recognise healthy foods. They plant and grow vegetables and fruits in the outdoor area and school allotment. The produce is used in nursery cooking and snack activities. A composter is used to recycle snack waste and the resulting soil is used to plant, which teaches children to be resourceful. Children access tissues to blow their nose, antibacterial hand gel is available at the water, sand and dough areas and visual prompts are displayed in the toilets to remind children to wash their hands. The nursery supports the children in making healthy food choices, snack includes a choice of milk or water and a selection of fruits, for example, cheese wraps and tangerines. When children are thirsty they access fresh drinking water at a small table. The nursery is part of the school, which has a healthy award star. Children demonstrate a positive attitude to being active and benefit from free-flow play into the secure outdoor area. They engage in activity to develop large muscles as they run, reach to handle ribbons and crouch to look at the plant and machinery in the landscaping firm opposite. Children are very active, enjoy climbing and jumping from low-level surfaces indoors and outdoors and negotiate space successfully when playing running and chase games outdoors.

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

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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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