

Ivegill Nursery

Inspection report for early years provision

Unique reference number	317379
Inspection date	27/06/2012
Inspector	Kathleen Snowdon

Setting address	Ivegill School, Ivegill, Carlisle, Cumbria, CA4 0PA
------------------------	---

Telephone number	01697 473 732
-------------------------	---------------

Email	
--------------	--

Type of setting	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.

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
W: 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).

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

Ivegill Nursery was registered in 1991 and is managed by a voluntary management committee. It is based in a former classroom in Ivegill School, in Ivegill, Cumbria. The nursery is on the Early Years Register and a maximum of 14 children aged from two to under five may attend at any one time. Currently, there are 19 children on roll, all of whom are in the early years age group. Children attending the nursery live in the local and surrounding communities. Children are based in one room and have access to a fully enclosed outdoor play area.

The nursery operates from 9am to 3.30 pm, Monday to Friday, in term time only. There are four members of staff. The nursery manager holds Early Years Professional Status. Another member of staff holds a qualification at level 5 in early years and two staff hold a qualification at level 3 in early years. The nursery receives advice and guidance from the local authority and funding for early years education. The nursery supports children with special educational needs and / or disabilities and is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff meet children's needs in full and their inclusive approach effectively promotes children's welfare. Overall, children have easy access to good quality resources and activities, which helps them to make good progress in their learning and development. Recommendations from the last inspection have been addressed and partnership working and self-evaluation are good. As a result, the capacity for continuous improvement is good.

What steps need to be taken to improve provision further?

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

- increase opportunities for children to measure and weigh in spontaneous activities, such as role play.

The effectiveness of leadership and management of the early years provision

Safeguarding is given good priority. Rigorous recruitment procedures ensure staff are vetted to determine their suitability to work with children. Their awareness of the signs and symptoms that indicate abuse or neglect is good and they undertake training to keep their knowledge up to date. Staff teach children to take an active part in staying safe. For example, they remind children to look out and listen for oncoming traffic as they cross the road. Thorough risk assessments minimise accidents indoors and out and resources are in good condition. Documentation is

well organised and readily available while consistent staff ratios help children to feel safe, supported and secure.

Partnership with parents and carers is good. Parents and carers have very positive views. They describe staff as 'friendly, supportive and approachable' and say that the service is 'fantastic'. They particularly value staff's in-depth knowledge of each child and the fact that children find out about different cultures and traditions. Parents also enjoy contributing to photographic and anecdotal records of children's recent experiences at home and nursery. Partnerships in the wider context are similarly good. Staff liaise regularly with other professionals. This ensures that the needs of all children, including those with special educational needs and / or disabilities, are met as fully as possible. As well as this, good links within the local community raise children's awareness of where they live.

Effective self-evaluation enables staff to identify areas for development. Staff reflect on their practice and strive to be the best they can. They are committed to ongoing professional development and they access relevant training. Recent courses include safeguarding, first aid and outdoor play. They work very well as a team and have clear understanding of their roles and responsibilities. They value and respect the children, their parents and carers. This inclusive approach promotes children's self-esteem and increases their propensity to learn.

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

Staff confer with parents, carers and other professionals to establish children's starting points and abilities. This information is recorded in 'All About Me' booklets while children's further progress is tracked in 'learning journey' files. Staff make ongoing observations and assessments of the children. This enables them to plan interesting activities that are based on the children's personal interests. Plans cover all areas of learning and show that there is good scope for children to have fun and enjoy themselves. This helps the children to make good progress towards the early learning goals.

Easy access to good quality resources enables the children to initiate play of their own accord. For example, they paint colourful pictures, play with sand and tend plants and herbs that they have grown. This promotes well their creativity and their knowledge and understanding of the world. Children weigh and measure in planned activities, which effectively supports their mathematical development. However, opportunities for them to consolidate this aspect of their learning in spontaneous situations, such as role play, are less well developed. There are good opportunities for children to learn about diversity. For example, they celebrate world festivals and they play alongside children with special educational needs and /or disabilities. This teaches the children to understand and respect different traditions and abilities.

Children behave well. Staff give sensible guidance that teaches children about boundaries. Children help to shape the daily routine. For example, they tidy up and help one another with tasks, like putting on and taking off coats. These

opportunities encourage the development of good personal and social skills. They are developing good communication skills also. This is exemplified when they speak clearly and listen intently, especially during story time.

Good regard is paid to children's physical development. Appetising and nutritious meals help children to develop healthy tastes and preferences. The children thoroughly enjoy playing in the lovely and very well equipped outdoor play area. They run around freely, use the climbing frame, dig and build. This teaches them to value being active. Consistent routines, such as hand washing before eating, raises children's awareness of cleanliness. In addition, the sick children policy helps to prevent the spread of illness and infection. Collectively, these positive early experiences help children to develop important skills for the future.

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	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
--	---

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

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

