

Buckshaw Village Nursery

Inspection report for early years provision

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Inspector Mr Rasmik Parmar

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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

Buckshaw Village Nursery was registered in 2011. It operates from a purpose built building within a community hub building used by local residents. It provides care, learning and development for children in the early years and also provides an out of school club. There are four playrooms within the nursery and one room for the out of school club. Children have access to dedicated enclosed outdoor play areas that are age appropriate. The setting is open Monday to Friday from 7.30am to 6pm.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 131 children under eight years may attend at any one time, of these, not more than 111 may be in the early years age group, and of these, not more than 27 may be under two years. There are currently 147 children on roll in the nursery and 46 in the out of school club. The setting currently supports children with additional needs.

Practitioners are well qualified and experienced. The team comprises 26 members. There are three members qualified to National Vocational Qualification level 2 in early years, 15 members qualified to level 3, two members qualified to level 4, five members qualified to level 5, and one with Early Years Professional Status. The setting receives support from the local early years department.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in the stimulating environment and make excellent progress in their learning and development. Children play and explore within safe boundaries where they embrace new challenges and skills. Exceptionally strong lines of communication between practitioners, parents and other settings ensure all children's individual needs are very well met. Comprehensive systems for reflection and evaluation are used effectively to identify and address areas for further development.

What steps need to be taken to improve provision further?

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

- enhancing further opportunities for all children to develop information and communication technology skills.

The effectiveness of leadership and management of the early years provision

All children are effectively safeguarded as all practitioners have an exceptionally good understanding of safeguarding procedures and know how to implement them to protect the children in their care. All practitioners attend safeguarding training to ensure they are fully aware of their responsibilities. All policies and procedures are shared with parents. All children enjoy a highly safe and secure play and learning environment and comprehensive written risk assessments are carried out, covering all areas used by the children and any outings that they may go on. Extremely robust recruitment and vetting procedures are in place to ensure all adults working with children are suitable. The building and outside play areas are secure, ensuring no unauthorised people gain access to children. All visitors are required to sign in and out of the building to ensure a full record of everyone coming into contact with the children is maintained.

Children are extremely well supported in their learning and development within a highly enabling environment. The setting is exceptionally well presented, light, bright and child friendly, with an extremely high standard of display and presentation. This demonstrates the practitioners' pride in the setting and in children's achievements. The unique and age appropriate layout of the rooms enriches children's lives, and subsequently they thrive in the highly stimulating environment. The furniture, equipment and resources, which fully promote all aspects of inclusion, are of high quality and suitable for the ages of children to fully support their learning and development. Continuous play provision and free flow access to well-equipped playrooms provides children with a varied range of experiences. Outcomes are clearly attributed to the excellent use of resources, including the highly effective deployment of practitioners. A highly inclusive and very welcoming service is provided, as adults support children and provide an enabling learning environment.

Partnerships with parents significantly enhance the consistency in care children receive, and actively contribute to children's rapid progress towards the early learning goals. Practitioners obtain an accurate picture of the child from their parents and use regular feedback to capture children's changing interests and development at home. This excellent two-way flow of information helps to ensure that children are well supported. Parents are very well informed about all aspects of their child's achievements and well-being through newsletters, daily discussions and consultations during parents' evenings. They hold the setting in very high regard and praise every aspect of the provision and especially the practitioners. They comment on how quickly their children have settled and how well informed they are about their progress. This helps to ensure that each child receives excellent support between their home and the nursery environment.

The setting works extremely well in partnership with local receiving schools and progress reports are given to children's teachers. Transitions involve teachers visiting the setting to find out background information on children prior to starting school. Children also visit their prospective schools in order to familiarise themselves with the surroundings and meet teachers, promoting the smooth

transition of children into their first school. Clear and effective collaborative working with other agencies and professionals ensures a consistent approach is fostered for all children, including children who require additional support for key elements of their development. Key persons liaise with other settings, such as pre-school, to share information about children's learning and development and to ensure continuity and coherency in children's learning and development.

The team of practitioners, who are well qualified and experienced, are passionately committed to their vocation and receive enthusiastic support from the dedicated and loyal team leaders and the setting's management team. They deploy themselves in a highly effective manner to ensure that children are constantly well-supervised as they move around the indoor and outdoor environment. Continuing development of practitioners is given high priority in this vibrant setting. Enhancement of practitioners' skills and knowledge contribute substantially towards the rapid progress children make in their learning and development. Systems for self-evaluation are highly comprehensive and inclusive. This takes excellent account of the views of children, parents and all practitioners, leading to well-targeted plans for future improvement.

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

Thoughtful planning of activities ensures that each child receives an enjoyable and challenging experience across the areas of learning. Key persons recognise the uniqueness of the child and this helps to develop individual planning for children. Each child's interests are planned for and considered before carrying out the different activities so that no group or individual is disadvantaged. Practitioners plan an excellent educational programme that provides rich, varied and imaginative experiences. They use their frequent observations of children's progress to clearly identify their next steps. These are methodically transferred into planning, promoting progression in children's development and consolidation of new learning. Effective systems for tracking children's progress towards the early learning goals provide clear evidence about children's learning and development. Practitioners ensure all children make very good progress in developing skills that will help them in the future.

The practitioners are skilled in talking to children, responding to them and listening and sharing stories. They understand how children learn and are extremely perceptive to children's interests during self-initiated play. They use questions very successfully to challenge children's thinking and language skills. This language rich environment enables children to develop good skills for speaking, listening, reading, writing and numeracy. Frequent open-ended questions are asked to encourage children to think about what they are doing and why they are doing it. Children are active learners and are keen to try new things. They show curiosity and ask many questions to learn more. Children use mathematical language to describe size, shape, position and quantity during their free play. Younger children confidently explore their surroundings and examine treasure baskets full of different materials and objects as they begin to make associations. Older children

in the out of school club use electronic resources as they develop an understanding of everyday technology. However, within the main nursery, there are limited opportunities for children to more fully develop their skills in information, communication and technology.

Children thoroughly enjoy hearty, well balanced and nutritious meals. Menus are reviewed regularly to ensure that all children benefit from a varied diet that includes a good selection of fresh fruit and vegetables. Children are provided with meals and snacks in their rooms according to the ages and stages of development. Babies are suitably placed on high chairs, toddlers wear bibs and sit on low chairs and older children learn to follow more independent routines. Mealtimes are used most effectively to promote an excellent range of age appropriate social skills. Furthermore, pre-school children develop skills to prepare them for their next stage at school by independently accessing meals and snacks.

Children play in a very safe environment and undertake their own risks when using apparatus. They learn about their own safety due to practitioners constantly talking and reminding them about themselves and others around them. Exemplary practical hygiene practice is consistently implemented by staff to actively support extremely high levels of cleanliness within the whole environment. Children learn the importance of good personal hygiene through practitioners being good role models and through the encouragement of self-help skills, such as washing their own hands after using the bathroom. Practitioners gently encourage children's understanding of right from wrong through use of sensitive questions to support them in recognising their behaviour. Children develop high levels of self-esteem and confidence as practitioners frequently and warmly praise and encourage them. There are excellent opportunities for children to learn about the world around them and nature. Children learn about the wider world and other cultures and beliefs through a good range of activities and celebrations undertaken throughout the year. For example, children have made Chinese dragons, tasted noodles and green tea and celebrated Hannukah, Diwali and made pancakes on Shrove Tuesday.

All children have superb access to the outdoor environment, which is excitingly enhanced and equipped with age appropriate resources. Babies have their own enclosed outdoor 'play pods' with a full variety of resources throughout the year. Older children access a comprehensive variety of play opportunities to develop their physical skills and other areas of development. Children play in the mud patch with their wellington boots on, learn about fire through role play activities, play in the tent, make rafts and 'gruffalo' dens. Their physical skills are further promoted by regular opportunities for swimming lessons with a qualified instructor and coaching lessons for football. Children learn about the life cycle of mini-beasts and have watched tadpoles and chicks grow. Children have wonderful opportunities to learn about where food comes from and have access to an excellent garden, which they helped to design. They have sown seeds and watched them grow into seedlings. They have eaten radishes and strawberries and are waiting to eat a variety of potatoes, salads, herbs and tomatoes.

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