

Foundations for Learning

Greenmount Nursery, Brick Barn Farm, whipney Lane, Greenmount, Bury, Lancashire, BL8 4HT

Inspection date

11/10/2012

Previous inspection date

07/02/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Staff are fully committed and have a secure understanding of how children learn. They provide maximum opportunities throughout the day to promote good levels of challenge which are appropriate to the children's age and stage of development.
- Children demonstrate a positive approach to learning and a belief in their own abilities. They are confident and inquisitive and cooperate well with their peers.
- Activities are planned to meet children's needs and are developmentally appropriate. Effective systems are in place to monitor children's progress as staff are continually observing and assessing their achievements. Children are engaged and absorbed in a range of stimulating and exciting activities which help them to make good progress in their learning.
- The nursery has established strong partnerships with parents and children through the effective use of the key person system. This supports a mutual sharing of information which is used to benefit all aspects of children's development.

It is not yet outstanding because

- Additional activities, such as swimming and French lessons provided by outside contractors, are not freely accessible to all children in the pre-school group.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities throughout the nursery.
- The inspector held a meeting with the manager of the nursery.
- The inspector looked at a small sample of documentation, including the safeguarding policy and the self evaluation document.
- The inspector took account of the views of parents spoken to on the day and also their comments in children's records.
- The inspector provided clear feedback regarding the inspection to the nursery manager.

Inspector

Judith Kerr

Full Report

Information about the setting

Foundations for Learning Greenmount was registered in 2001. It is one of six nurseries run by Foundations for Learning Limited. The nursery operates from a one storey, converted barn premises in the Greenmount area of Bury, Lancashire. The nursery serves the local area and has strong links with local schools. The nursery is accessible to all

children and there is a fully enclosed area available for outdoor play.

The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am to 6pm. Children attend for a variety of sessions. There are currently 36 children attending who are within the Early Years Foundation Stage age range. The nursery also offers care to children aged over five years 11 years. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for two- and three-year-olds.

The nursery employs 10 members of child care staff. All of these hold appropriate early years qualifications at level 3. The nursery is supported by a qualified teacher, employed by Foundations for Learning, once a week. The nursery also receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- plan first-hand experiences and challenges appropriate to the development of the children by teaching skills and knowledge in the context of practical activities, such as swimming and learning French, to all children in the group.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Activities are planned to meet children's individual needs and their development is purposefully supported. There are comprehensive systems in place to monitor children's learning as staff observe and assess their progress on a regular basis. Children are able to learn, work and play effectively as their achievements are measured to ensure they are continually making good progress. Parents share very detailed information about their child on admission. This includes their care needs and also their abilities in relation to learning and development. Consequently, staff can build on and plan appropriate experiences meet their abilities. Staff talk to parents each day, send home a two way diary, and provide support and ideas so that they can consolidate and extend their child's progress at home.

Children's interest in books is encouraged from an early age as they select books which are invitingly displayed and appropriate for their age and stage of development. They understand how to turn the pages and lift the flaps as staff spend time teaching the

correct method of handling. The children also make regular visits to the local library where they enjoy selecting and borrowing books to take away with them for story times in nursery. All children are able to communicate their needs. For example, the nursery makes good use of visual aids in the bathroom areas to support a positive attitude towards hand washing routines and babies are able to use gestures and to sign their preferences. Children delight in replicating animal noises and repeat simple phrases they hear from staff. Children are settled and happy and develop strong relationships with key persons. The children enjoy their learning as staff provide a warm welcome and give lots of praise and encouragement throughout the day to ensure their achievements are recognised and they feel valued.

The contribution of the early years provision to the well-being of children

A purposeful key person system, which begins even before children start attending the nursery, helps to ensure they develop strong relationships with staff. Each child's key person makes a home visit to establish maximum information about children before they settle. Consequently, children show a strong sense of belonging, are confident and independent. Staff adopt a positive approach to children's behaviour and offer lots of praise and encouragement to ensure they know their achievements are recognised. Beneficial adult support helps children make progress in developing relationships with one another. For example, children readily share resources with each other and patiently wait their turn when choosing which song to sing. Consequently, children consolidate their strengths and learn new skills.

Children are able to direct their play for much of the day. Resources are arranged to reflect different areas of learning both indoors and outside and all areas of provision are available throughout the day. This ensures children are able to develop their imagination, creativity and thinking skills and become active learners. Their independence is fostered well as, from a young age, they are encouraged to serve themselves lunch and snacks using spoons and tongs. Staff place a high priority on children's safety. The children respond well to instructions from staff as they tidy away the pieces of the puzzle and play in a safe environment. Visits to the nursery by the fire and police services enhance children's understanding of personal safety. These real experiences are then extended through creative drawings, story time and acted out in their imaginary play as they dress up and bring the fire engine to the construction area.

The effectiveness of the leadership and management of the early years provision

Activities provide realistic challenges which are suitable for the children participating. Consequently, all children are able to make good progress across all areas of learning. Systems for observing what children can do, assessing their progress and planning for their next steps are in place. These are monitored on a regular basis to ensure children are making progress or to implement any action should any child be falling behind. All staff have completed recent training which ensures they are aware of the procedure to follow if there are any concerns about a child in their care. The safeguarding policy has been updated in line with current requirements in relation to the use of mobile phones and

cameras in the nursery. To ensure this is implemented, the manager stores mobile phones belonging staff securely in the office. Furthermore, the records of the information used to ensure staff are suitable to be in close proximity to children are in place for all members of staff. This promotes the safety and well-being of the children.

The nursery has a well-qualified staff team. Well-embedded systems are in place for mentoring staff to ensure they are fully supported. As a result, practitioners' professional development is fully supported. The importance of strong relationships with other agencies involved with children is recognised. Very effective partnerships with other providers of the Early Years Foundation Stage framework contribute towards ensuring continuity of care for individual children and smooth transitions to school.

Staff are successful in creating an environment which enhances children's learning. For instance, sheer fabrics are draped to invite the children to some areas and small domed tents provide cosy areas for them to relax on soft cushions. Numbers are displayed to support mathematical thinking and labelling in various languages encourages understanding about diversity in the world. Self-assessment systems provide accurate information about the nurseries strengths and areas in the provision for future improvement. The views of parents and children are included to ensure they are considered and involved in development of the provision.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement

and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.

Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	316764
Local authority	Bury
Inspection number	883082
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	69
Number of children on roll	46
Name of provider	The Foundations for Learning Partnership Limited
Date of previous inspection	07/02/2011
Telephone number	01204 882 366

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
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M1 2WD

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