

Nazareth House Day Nursery

Nazareth House, Ashton Road, LANCASTER, LA1 5AQ

Inspection date

Previous inspection date

17/09/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- The setting benefits from effective teaching as staff make the most of opportunities to promote children's learning through play, discussions and group activities.
- Children's personal, social and emotional development is very good. Relationships are strong at all levels and children learn to respect and tolerate each other's differences. They have the confidence to initiate their own play and learning and seek out others to explore their environment.
- The setting provides children with an environment that is very well planned and well organised. Play opportunities support children's overall development and learning and are appropriate for each child's age and development.
- The staff develop positive relationships with parents and regularly exchange information. There is a high degree of trust and an appreciation of the help given, particularly in gaining specialist help and support.

It is not yet outstanding because

- Observations and assessment are not always consistent in monitoring the progress different groups of children make, in order to be used to effectively plan children's next steps.

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.

Inspection activities

- The inspector observed activities in the three main play rooms and the outside learning environment.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, the setting's self-evaluation form and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day and in information included in the self-evaluation form.
- The inspector spoke to staff, the manager, and the deputy manager at appropriate times throughout the observations.

Inspector

Ferroza Saiyed

Full Report

Information about the setting

Nazareth House Day Nursery was previously registered in 1972 and was reregistered in 2012. It is privately owned and run by a charitable trust. It is situated in the centre of Lancaster and operates from three play rooms and the associated facilities. All children have access to two enclosed outdoor play areas and a garden area. The nursery is accessible for all, including wheelchair users. Children come from the immediate and

surrounding areas and many commute to the area.

The nursery is registered on the Early Years Register. There are currently 131 children aged from 3 months to five years on roll. It is open from Monday to Friday from 7.45am until 6pm all year round apart from bank holidays. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language

There are 28 members of staff who work with the children, 21 of whom hold appropriate early years qualifications to a minimum of National Vocational Qualification Level 2 and 3. One member of staff has a National Vocational Qualification Level 6 and three members of staff with Level 4, one nursery assistant and two staff are working towards a qualification. In addition, there are two part-time staff employed as housekeepers, one domestic staff, a part-time cook and administration staff. The setting is working towards the 'Step into Quality' award.

What the setting needs to do to improve further

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

- further develop the systems for observation and assessment of individual children to ensure their next steps are reflected in future planning to meet their individual needs.

Inspection judgements

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

Children are making extremely good progress in their learning and development due to skilled and motivated staff. They have a good understanding of the Early Years Foundation Stage and are effective in planning imaginative and exciting activities for children. The staff team have introduced ways to provide a wealth of experiences through continuous provision. Children's individual observations are completed to inform assessments. However, children's progress is not always effectively tracked because ongoing observations and assessment do not always highlight next steps to inform planning. Children's progress in the prime areas of learning ensures they have the key skills needed in readiness for their school life.

The children are grouped carefully to ensure that care can be tailored to effectively to

meet their individual and changing needs, taking into account their ages and stage of development. Children's achievements are documented in individual files which include colourful photographs and examples of their work. Staff use observations and discussion with parents to find out about children's starting points. The vast majority of practice is based on a secure knowledge and understanding of how to promote the learning and development of children. A rich learning environment enables children to make excellent progress in all areas of their learning and development.

Children understand how books work and sit at story time contributing to the storyline as they predict what happens next. They understand books have meaning and fully enjoy the story becoming animated as it progresses. Staff are skilful in the way in which they use both adult-led and child-initiated activities to question and challenge children's thinking. Children are confident as they chatter to staff and each other, engaging in meaningful conversations. Children are articulate in communication; they talk confidently about items they bring from home during 'show and tell' times. This practice, alongside staff supporting children's learning when required, significantly contributes to promoting children's self-esteem.

Children confidently practise their writing skills as they access a range of tools to make marks. They use notepads, paper, brushes, pens, and pencils to write their own name and to draw. Their early writing skills are developing well and evidence of this is displayed around the room. Children label their own work and practise emergent writing in a variety of situations both indoors and outside. They are developing an understanding of calculation. For example, they understand how many more bears are needed to make ten and they know the day, the month and the date, when completing the calendar.

Babies and toddlers enjoy abundant sensory experiences, such as playing with treasure baskets, coloured bottles and textured materials. They have great fun as they explore the paint using brushes, rollers and hands to make their own creations. Staff are exceptionally proactive in their interactions with children, skilfully stepping back when they recognise that children need space for self-discovery and contemplation. Staff repeat words back to the children to enhance their vocabulary. Toddlers enjoy vocalising as staff initiate conversations and reinforce their attempts to speak. Children use their developing language skills confidently and enjoy talking to each other and expressing their ideas. They ask 'how', 'what' and 'why' questions to the staff and actively seek information regarding their play.

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

Children learn the importance of fresh air and exercise being good for their health and well-being. They freely access and relish outdoor play as they enjoy jumping and balancing on tyres. They enjoy practising their skills, with most children being competent, skilful and in control of their bikes stopping, starting and changing direction. They practise their fine motor skills as they readily use scissors and small tools with confidence and skill, to increase their hand-eye coordination. Staff have a very good understanding of the importance of providing a healthy diet. For example, children serve themselves fresh fruits and access the water dispenser freely when they recognise that they need a rest or drink

after a burst of energy. Children learn about good hygiene practices, such as wiping their hands and face after meals and they follow the health and hygiene practices modelled by the staff. Children's independence and self-help skills are effectively promoted in everyday routines and practices.

Children learn about good etiquette and social manners, as they sit at meal times and are encouraged to say 'please' and 'thank-you'. Children learn to share, take turns and be kind during their play. Their good behaviour is actively encouraged through positive role modelling. Staff become enthusiastic when children succeed. They say 'well done', 'wow' and 'that's excellent', enabling children to develop their self-esteem and feelings of self-worth. Staff use stickers and certificates to reinforce children's already positive behaviour.

Staff provide a wide range of stimulating and interesting activities for different aged children which are flexible to their needs. Resources are stored at a low level so that they can make independent choices and decisions during the day. Children benefit from the caring and affectionate relationships they have established with staff as they snuggle comfortably into them when they are tired. Children learn to be considerate of others, helpful and kind and learn to share from an early age. They have access to an excellent range of resources to reflect positive images of diversity. Displays and resources, such as dressing up, books and small world play with dolls with disabilities all help children in their learning of the wider world.

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

Children are effectively safeguarded because staff have an excellent knowledge of the indicators of abuse or neglect and the procedures to follow should they have a concern about a child. All staff are trained in safeguarding and their knowledge is updated regularly. This is further enhanced by keeping of accident records which are reviewed regularly. All visitors to the setting are required to sign in and out using the visitors' book. This ensures an accurate record of everyone coming into contact with the children is maintained. A comprehensive detailed record of risk assessments have been produced for the premises, helping to minimise risks to children. Staff use a variety of ways to teach children about keeping safe. For example, by undertaking regular emergency evacuation practises, having the fire and police service visit the nursery and teaching road safety and stranger danger.

The management monitor staff performance formally through appraisals and informally through observation of practice. Regular team and room meetings allow staff to explore ideas and contribute to the development of the provision and activity planning. Consequently, the learning programme and the care for children is effective. The management have a clear vision for further development and improvement. This is evidenced through effective self-evaluation of the setting, which includes parents, children and staff. This successfully enables the management team and staff to take ownership of the process and to identify the strengths and weaknesses of the provision.

One of the setting's strengths is working in partnership with parents and other agencies,

such as statutory and voluntary bodies, to provide a seamless service to all children. This is particularly evident for children attending who have special educational needs or disabilities. This means the needs of children are met well and all are able to participate in the full range of activities provided. Parents get involved in their children's learning, which means they contribute to their child's development. Parents receive comprehensive information about the setting through regular news letters, informative notices and displays, home-link books and diaries. These strengthen links with parents. Parents welcome the 'open door' policy at the setting. They are extremely complimentary about the operation of the setting in their feedback, expressing a high regard for the staff and the welcoming and secure environment provided.

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	EY445791
Local authority	Lancashire
Inspection number	789358
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	67
Number of children on roll	131
Name of provider	Nazareth Care Charitable Trust
Date of previous inspection	Not applicable
Telephone number	0152464090

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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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