

The Elms Private Nursery School Ltd

The Elms Private Nursery Ltd, 717-719 Blackburn Road, Bolton, Lancashire, BL1 7JJ

Inspection date	18/12/2012
Previous inspection date	11/06/2008

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The staff team are highly effective in providing a wide range of learning opportunities which fully engage children's interests.
- Observation, assessment and tracking procedures are rigorous and ensure that all key persons have an excellent knowledge of children's individual needs.
- Exemplary partnerships with parents have been developed. Staff use a variety of communication methods to provide continuity of care and ensure that parents are always kept informed of their child's progress.
- Partnerships with other professionals work exceedingly well. Staff share good practice and ensure that partnership working has a clear focus and meaning.
- Children are extremely happy and confident, engaging in their learning in a safe and secure environment. Highly stimulating activities support children in becoming active learners.
- Children make excellent progress across all areas of learning because staff use their knowledge of the Early Years Foundation Stage and engage children in independent learning.
- The nursery is extremely well resourced which ensures children are provided with challenge and multiple learning opportunities as they progress towards the early learning goals.

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 children at play throughout all rooms in the nursery and while using the outdoors.
- The inspector spoke with children, parents, staff and the management team throughout the inspection.
- Documentation including policies, procedures, children's development files and self-evaluation documentation were observed during the inspection.

Inspector

Elisia Jane Lee

Full Report

Information about the setting

The Elms Private Nursery School Ltd is privately managed and was registered in 1990. The nursery is registered on the Early Years Register and both the compulsory and voluntary

parts of the Childcare Register and is situated in the Astley Bridge area of Bolton. The nursery serves the local area and is accessible to all children. It operates from two adjoining Victorian houses and the whole of the ground floor is used for children's care. An enclosed area is available for outside play.

The nursery employs 16 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday from 7.30am until 6pm, for 50 weeks of the year. Children attend for a variety of sessions. There are currently 65 children attending who are within the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery is supported by an independent advisory support teacher and 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:

- enhance children's awareness of different cultures further by using additional objects from real life, for example, by using dressing up clothes representing different cultures and faiths.

Inspection judgements

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

Children thoroughly enjoy their time at nursery participating in a wide variety of fun and challenging activities that stimulate their natural curiosity and interests. They access resources with enthusiasm, asking questions, negotiating their own play and quickly become engrossed in the activities that staff provide. The environment is superbly arranged, allowing children to access learning areas which are varied and imaginative. For example, children access a 'winter house' role play area as part of the focus on winter and role play getting ready for playing in the snow and getting dressed in hats and gloves. Areas of learning have been well thought out and staff work hard reflecting on which activities and areas work well to engage children and support them in their learning. Resources are extremely varied offering a wide range of age appropriate activities to challenge and support children's learning. Children independently access resources, share them with friends and self-initiate their own play. For example, babies choose from a range of resources placed around them as they sit in play rings and children choose books to enjoy by themselves or with friends.

Teaching is of a very high quality and staff fully understand how children learn through play. Staff fully engage children and the learning opportunities provided build children's confidence and give them an enthusiasm for active learning. For example, staff use a puppet when counting but say numbers incorrectly and children enthusiastically shout out the correct number sequence, building their love of learning, confidence and self-esteem. Staff are extremely knowledgeable about the children in their care allowing personalised learning opportunities to be developed. As a result, planning is individualised and responsive to each child's interests and stage of development.

Children make excellent progress towards the early learning goals because the staff use their knowledge of each individual child to plan activities that they will enjoy. Staff regularly observe children, competently assess their development and identify the next steps in children's learning. Staff plan activities that are developmentally appropriate and which offer rich learning opportunities. For example, children thoroughly enjoy playing with Arctic figures hidden within shaving foam. Within this play staff initiate discussion and pose questions, such as 'what can you feel?', 'what's his name?' and 'where do you think he is going in the snow?'. Staff also introduce new words, such as 'mammoth' and children repeat the word as they enthusiastically experiment with new sounds.

Children who require different support strategies to help them develop towards the early learning goals are supported by highly skilled staff who use a variety of innovative learning strategies. For example, children become familiar with routines through staff developing visual timetables of the day using photographs. This provides superb visual support to children as they build their confidence and as a result, their learning is significantly enhanced. Throughout the nursery staff support children's language development by role modelling, taking part in baby babbling with babies, experimenting with repetitive sounds and providing a commentary and talking with children throughout all activities. As a result, children develop excellent language and communication skills. Children independently access books, sharing them with friends and re-enacting familiar sequences. Children become excited as they recite familiar texts using their voices to express emotion and different characters. Children have multiple opportunities to try out their early writing and drawing skills. For example, children play in wet sand, use easels to paint, use a computer keyboard and write their name on pictures and artwork.

Staff support children's recognition of shape, colour and size, and develop their understanding of measurement. For example, while playing in the water that staff have turned red, children play with a variety of red resources, such as boats and buckets, filling and emptying the different sized containers. Further resources allow children to develop their critical thinking, for example, children play with board games and use a dice to predict set numbers, as they solve the puzzle. Children competently use computers and take part in gardening activities, developing their understanding of the world. Children also learn about the world through using 'real life' tools during play, for example, while playing in the role play 'bakers shop', they play with assorted shapes and sizes of bread that have been made from salt dough.

Staff have outstanding relationships with parents. Staff obtain information about every child before they start at the nursery and parents are kept fully informed of their child's progress through daily verbal feedback, access to children's developmental files, progress

updates every term and monthly newsletters. Parents are fully encouraged to become involved in the nursery contributing to children's development files and by having their own parent display boards, where parents share information and points of interest. For example, recommendations for local venues for trips at the weekend or celebrating something their child has achieved at home. This allows parents to be fully involved in their child's learning and ensures that children are well supported in making excellent progress towards the early learning goals.

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

Children show respect for others as they talk with their friends and consider the needs of their peers. For example, children support each other by helping fasten each other's coats as they get ready for outdoor play. Children thoroughly enjoy trips and outings, for example, children visit the park to feed the ducks, perform the nativity at a local church and visit a local care home to sing for the elderly. Activities like these support children in actively contributing to the community and significantly enhances their understanding of the world. Children also learn about different people and communities through celebrating a range of festivals and accessing resources which support inclusive practice. For example, children play with dolls from different ethnicities, access dual language books and learn to count in different languages. However, cultural dressing up clothes are less well used and as a result, there is scope to further enhance children understanding of different cultures through imaginative play.

Children stay safe and are extremely well cared for by caring and vigilant staff. Risk assessments and daily safety checks are undertaken which keep risks at a minimum. Stringent safety procedures, including a finger print entry system for all parents, ensures that unknown adults cannot access the nursery. Children are settled, confident and extremely happy and secure in their surroundings and interact positively with their peers and staff. A highly effective key person system is in place and transitions are extremely well supported as children move from room to room. Children's behaviour is exceptional and as a result, they are fully engaged in their play within a calm and harmonious environment.

Staff are highly successful in supporting and encouraging children's independence. For example, after children have made Christmas party hats they use the bathroom to wash and dry their hands, using liquid soap and placing the paper towel in the correct bin. Children's good health is superbly promoted. Children learn about healthy lifestyles through accessing outdoor play every day, music and movement sessions and walks in the local environment. They benefit from having healthy food that is freshly prepared each day by a designated cook. During lunch children independently serve themselves and access a wide range of foods detailed in the wonderful menus which incorporate plenty of fresh fruit and vegetables. Menus are discussed with parents and all dietary needs are catered for. In addition, children brush their teeth every day after lunch, further enhancing their excellent understanding of self-care skills and healthy lifestyles.

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

Children are extremely well safeguarded and well protected in the setting because staff have an excellent knowledge of safeguarding procedures. All staff attend paediatric first aid training and safeguarding training, and are aware of which agencies to contact should they have a safeguarding concern. Staff supervise children very well and ensure that they are safe through using close circuit television, risk assessments, daily safety checks and a full awareness of who has parental permission to collect children from nursery. In addition, the nursery keeps thorough records of accidents, medication and attendance to further protect children and promote their welfare. Children move freely and safely around the setting because staff work extremely well together using highly effective policies and procedures to ensure the environment is risk assessed and safe.

Leadership is inspirational. The management team provide strong leadership and robust performance management systems are in place, including peer observations. These are undertaken by the manager, with staff, to discuss practice which is then evaluated by the management team to evaluate the impact of staffs practice on children's learning. All staff receive regular supervisions, in-house training events and are fully involved in decision making. The staff team regularly reflect on their practice, for example, when staff meet at their weekly planning meetings they consider if children have enjoyed the activities that have been offered and how they could be further developed to enhance their learning. Staff within each room identify their own areas for development, for example, staff in the baby room are developing an area for children which contains only black and white resources which will support children as they develop their vision. The nursery staff are extremely knowledgeable about the Early Years Foundation Stage and the children in their care. They are highly skilled in supporting children in their learning and development and committed to meeting the needs of all children.

Relationships with other professionals involved with children are firmly established and contribute extremely well in supporting children's learning and welfare. For example, working with specialist early years professionals in ensuring that children with special educational needs and/or disabilities receive the right levels of support through the use of individual educational plans. Professional relationships have also been developed with the local schools who visit the nursery to support children's transitions from nursery to school. Partnerships with parents are excellent due to the wide range of communication methods used to keep parents informed of how their child is doing. Parents are particularly complimentary about the nursery and make comments including 'our child has had the most amazing start to life' and 'all the staff are extremely supportive and committed to their roles'.

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	EY363632
Local authority	Bolton
Inspection number	894195

Type of provision

Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	56
Number of children on roll	65
Name of provider	The Elms Private Nursery Ltd
Date of previous inspection	11/06/2008
Telephone number	01204 304258

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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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