

The Old Vicarage

32 Rutland Street, BLACKBURN, BB2 1UY

Inspection date	21/01/2013
Previous inspection date	28/10/2009

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

- Children's communication and language skills are fully extended through the use of a phonics programme. Good opportunities are provided for children to develop their emerging writing skills.
- Managers are robust in progressing information sharing with parents. Consequently, parents actively contribute to their children's learning. This means that children are provided with a very consistent approach to their development.
- Children are very well safeguarded as practitioners are fully aware of their responsibilities and provide a secure provision in which children manage risks, and learn how to keep themselves safe and healthy.
- Children make good progress in their learning because detailed observations and assessments are undertaken. Next steps in children's learning are clearly identified and as a result, activities are stimulating and provide appropriate challenges.

It is not yet outstanding because

- There is scope to improve children's thinking, as this is not fully extended by staff, particularly when outdoors.

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 in each of the nursery rooms, the outside play area and viewed toys, equipment and resources.
- The inspector held meetings with the manager of the provision, room leaders and members of staff.
- During the inspection, the inspector viewed children's assessment and planning records. The inspector also viewed regulatory documentation regarding adults suitability, children's details and any relevant information.

Inspector

Janet Singleton

Full Report

Information about the setting

The Old Vicarage Nursery was registered in 2009 and is privately owned by a limited company. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a two-storey converted period detached building in the village of Redlam, Blackburn, Lancashire. There are three playrooms and a secure outdoor play area for all children.

The nursery employs 18 members of childcare staff. Of these, all hold appropriate early years qualifications. There is a member of staff, who holds the Early Years Professional Status. The nursery opens Monday to Friday, for 51 weeks of the year. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 82 children attending, who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- review and reflect on how practitioners extend children's thinking by ensuring that staff ask open-ended questions, particularly when outdoors.

Inspection judgements

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

The educational programmes provide a wide range of activities and challenges to support children's good development across all the areas of learning. Through comprehensive observation and assessment of children's development, activities are planned to meet their individual needs. Consequently, children are making good progress considering their starting points. The completion of the progress check for two-year-olds, ensures that younger children's development is tracked and early intervention sought should this be necessary to make sure any gaps in learning are addressed. Good monitoring of the educational programmes and of the individual planning for children ensures that children continue to make good progress. This means that they are working comfortably within the expected range of development, considering their age and starting points. Children become active learners in the nursery's stimulating and exciting play areas. Highly individualised planning means that they are taken to the next stage in their learning and development in a calm enabling environment.

A well-organised balance of adult-led and child-led play means that children are progressing in all areas of learning. For example, they learn to recognise shapes as they find the square, circle and triangle and recognise colours red, blue and purple. Consequently, children are developing their early mathematical skills. They use their creative skills as they delight in going outdoors to build a snowman. Staff support children as they excitedly use their good language skills to discuss how to make the snowman, and make their decisions on how many buttons they need and what they can use for the nose. Therefore, children learn to solve problems and use their critical thinking skills. Staff skilfully extend children's learning by asking sensitive and open-ended questions as they

play. Staff sit with children and talk about what they are doing, by asking 'what do you think?' 'why do you think that?' and 'what could we do next?' to encourage children to look at how they make decisions and how things could be done differently. Nevertheless, this good practice is not as effective in the outdoor areas to maximise and extend children's learning further.

Children's communication and language skills are skilfully promoted, through the 'Letter and Sounds' programme as staff use phonics to extend children's language skills. Staff additionally use circle time to assist children in extending and developing their communication and language skills. As they confidently talk about what they have been doing, children develop good levels of self-confidence and esteem. They sing songs as they learn the patterns of speech and enrich their vocabulary. Through musical instruments, they experiment with sounds and develop their listening skills. Older children practise their writing skills, seeking the support of staff as they excitedly write their own name, with some of them forming letters correctly. Children's social skills and independence are very well promoted. Older children understand and readily follow behavioural expectations, listening, sharing, taking turns and playing harmoniously together. Younger children are supported to manage their sometimes strong feelings and learn how to control them, and consequently, manage their own behaviour. Consequently, behaviour is good. These key skills are necessary for children to be successful in their next stage of learning, be it moving rooms in the nursery or transition onto school.

Quality of teaching is good as staff build children's information and communication technology skills, by supporting them when using the camera. They encourage children to think critically regarding what they may need to do to take a photograph. Good explanations are given to help children to succeed in taking pictures of their friends. Staff support children in learning about mathematical concepts as they use mathematical language, such as, bigger and smaller, taller, heavy and light in their play. Through well-planned activities, such as, gluing, sticking, cutting out and making jigsaw puzzles, children are developing their hand and eye coordination. They develop their large movements as they delight in using the exciting outdoor area and have daily access to the indoor adventure room, containing large climbing equipment.

Good quality information regarding children's needs are shared with parents through the daily communication book, daily discussions and invitations to come into the nursery. Parents and key persons work together to assess and contribute to each child's learning and development record. As a result, a consistent approach to children's learning is in place to support their overall development. Staff are very successful in engaging all parents in supporting their children's learning. Consequently, children's learning is effectively enhanced.

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

Effective key person relationships means that children are well settled and form secure attachments, which support their emotional well-being. They are happy and enjoy their time as they seek reassurance from the warm and caring staff. Children are very well

supported as they learn to wash their hands and clean their teeth after lunch, so developing independence in dealing with their personal needs care needs. They help themselves to water and manage their bathroom needs, with staff providing sensitive support depending on the child's age and stage of development to ensure that children are successful. All children show a strong sense of belonging in the setting as they move around freely and readily get their coats to go outdoors.

A highly consistent approach by staff to the managing of children's behaviour means that children respond well to instructions. Praise is used, resulting in children being polite and well mannered as they learn to take on responsibility for their own behaviour. Distraction is used effectively to help younger children to manage their feelings as they learn how to play and share together. Through training on managing young children's behaviour, staff have the appropriate skills to help those with more varying levels of behaviour learn to manage and control their feelings. As a result, children are happy and learn to play harmoniously together.

Children are developing an understanding of a healthy lifestyle as they have regular opportunities to go outdoors and eat healthy, balanced and nutritious meals. Individual dietary requirements are adhered to, to ensure that children are kept healthy. Children enjoy the fresh air and exercise in the secure outdoor play area, as they delight in enjoying the snow. Babies are secure and settle well as they seek the comfort and reassurance of the practitioners when strangers enter the room. They soon settle and move back to their play as they soon feel at ease. Care routines are detailed and completed in consultation with the key person and parents to provide consistency for children to help ensure that they feel safe and secure. The secure and safe indoor play areas enable children to make good choices, choosing from the good quality resources that are easy for them to reach.

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

The manager and staff are very knowledgeable about and are committed to the implementation of the revised Statutory Framework for the Early Years Foundation Stage. Educational programmes are monitored through the regular team meetings to review children's progress and planning to meet their individual needs. Consequently, children continue to make good progress. Robust arrangements for safeguarding are in place. Staff are fully aware of whom they need to contact and are confident of taking any necessary action to keep children safe. Managers review all documentation and ensure the welfare and safeguarding requirements are both met, and fully understood by all staff. This is further enhanced through the robust recruitment and the comprehensive selection procedures. New staff have to complete an induction, a probationary period and complete checks to ensure their suitability. This means that staff are skilled and suitable to be with the children and are able to fully support their learning. Training is fully encouraged for all staff and their performance is monitored through supervision, appraisals and a training programme to address underperformance and to increase staff's skills. The management team and staff take responsibility for overseeing the educational programme and ensuring

the effective implementation. The evaluation of the setting is comprehensive with clear targets set for improvement. Evaluation incorporates the views of children and parents and demonstrates the commitment of the team to improve staff skills to continually improve and better the service provided for all children.

Children's development and learning records are shared with parents and they are asked to contribute to these, so promoting consistency in experiences. Information is shared through displays, photographs and regular newsletters. A great emphasis is placed on parents being included in the nursery through 'play and stay' sessions and 'pop in' times for parents to participate in their child's activities. Parents' evenings and key person meetings enable information to be shared with parents to provide a consistent approach to children's learning and development. Consequently, children feel safe, secure and their learning is extended in the setting and at home. Good relationships are made with other settings to support children in their learning and development to ensure that any identified gaps in their learning are closing.

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	EY391908
Local authority	Blackburn
Inspection number	900894
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	62
Number of children on roll	82
Name of provider	Susan Marian Chadwick
Date of previous inspection	28/10/2009
Telephone number	01254677339

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted’s website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

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 4234, 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

