

Crank Nursery Ltd

Crank Hill, Crank, St Helens, Merseyside, WA11 7SD

Inspection date

25/01/2013

Previous inspection date

23/04/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- An extensive range of stimulating activities is available in the different group rooms for the children to explore and enjoy.
- Staff are caring, enthusiastic and obviously enjoy being with the children. As a result, the children are confident, motivated to learn, explore and enjoy their time at the nursery.
- Children are making strong progress in relation to their initial starting points. This is directly due to the extensive opportunities available to them across the nursery.
- Staff engage very well with parents/carers and clearly value the important role parents play in their child's ongoing learning and development.

It is not yet outstanding because

- Children do not always have opportunities to further develop their independence by serving their own food and learning to put on their own coats.

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 met with the manager and deputy and spoke with many of the staff team.
- The inspector looked at children's assessment records and discussed with different members of the staff team how they are using these to support children's individual learning and development.
- The inspector looked at the setting's comprehensive self-evaluation form and other evidence of how the staff evaluate the provision, such as parent and staff involvement.
- The inspector observed staff caring for children across the nursery and in the outdoor area.
- The inspector checked key pieces of documentation, such as, child records, developmental profiles, medication records and planning documents.

Inspector

Linda Shore

Full Report

Information about the setting

Crank Nursery Ltd was opened in 1990 and is registered on the Early Years Register. It is a registered charity situated in Crank, a semi-rural area of St Helens, and is managed by a

committee. The nursery serves the local area and is accessible to all children. It operates from a converted school building and there is a fully enclosed area available for outdoor play.

The nursery employs 30 members of childcare staff. Of these, all except one hold appropriate early years qualifications. Two members of staff hold qualified teacher status and are working towards the early years professional status, and one is qualified to level 4. All other staff hold relevant level 3 qualifications. The nursery opens Monday to Friday, all year. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 137 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 with special educational needs and/or disabilities. The nursery is supported by 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:

- support children's growing independence by providing more opportunities to take care of their own needs. For example, putting on their own coats and serving their own meals.

Inspection judgements

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

The nursery consistently achieves high standards of care and teaching, resulting in very good progress for all children in relation to their starting points. Staff use 'Development Matters' very well in their practice and have fully embraced the revisions to the Early Years Foundation Stage. They use this knowledge to fully support children's progress. For example, staff are all very competent in assessing where children are within their age bands and use this information to plan challenging activities for their learning.

There is an excellent balance of child-initiated and adult-led activities to support children's ongoing progress and development. They are learning to have patience, take turns and developing social skills as they engage in meaningful conversations with adults about their time at home and nursery. Children enjoy sitting together for story time where staff are skilful at engaging their interest. The reader is animated and enthusiastic and children join in with familiar phrases. Their thinking skills develop well as staff ask them what will happen to Jack Frost if the sun comes out. These activities effectively develop the

children's language and communication skills and their imagination to develop their own ideas.

Young children are learning about shape and colour and the world around them as they match wild animal characters. They work well together helping others to find animals of the same shape or colour. Staff guide them in counting through daily routines and activities. For example, 'we have another person now, how blobs of toothpaste do we need?' They receive high praise for their efforts as well as achievements. Children are free to express themselves through music and dance. Staff discuss children's art with them and build vocabulary by describing what they see and providing them with the right words. Children enjoy playing computer games, which are educational and fun. Babies choose to push buttons on interactive toys to produce sounds. This means that they are learning essential technology skills for the future as they play.

Children develop their physical skills very well outdoors through the use of a wide range of wheeled toys, balls and slide. They enjoy building with crates, digging in the garden and access the community field next to the nursery. This means that children have the opportunity to continue their learning outdoors across all areas and follow their own choices. This actively supports their confidence.

Parents are involved in their children's learning through sharing information on their progress and achievements during regular parents' evenings, which are highly successful in engaging them. They speak to staff when they collect their children, so that they are well informed about their activities and any concerns are shared. The individual needs of all children, particularly those with special educational needs and/or disabilities are very well met.

Transitions between rooms as children progress are smooth and greatly eased by the knowledge staff gather about individual children. Recent changes to the layout of the rooms create open plan areas, where children can see and interact with familiar children and staff in other areas. This supports them to feel confident when they move rooms. In addition, children are gaining the skills and confidence, which they need to be ready for the next steps in learning as they start school.

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

Children feel very secure in the care of all staff at the nursery as their well-being is at the heart of nursery practice. They form a close bond with their key person and get to know all staff and children very well as they play together. They settle quickly as staff work well together and with parents to quickly identify their needs. This means that children develop a strong base for independence, learning and exploration. Behaviour is very good and children enjoy social time together at mealtimes and during their activities.

Rooms are very well set out, so that all children are able to access the toys and activities easily and make their own choices. They freely access large sand areas, messy play and cosy spaces to rest and relax. Children are learning to be independent as they collect their own meals and cutlery to take to the table. However, children do not always have

opportunities to further develop their independence. For example, by serving their own food and learning to put on their own coats.

Children play outdoors at the nursery everyday for fresh air and exercise. They learn to make healthy food choices from a selection of healthy, colourful and inviting options during food tasting sessions. All children's dietary requirements are adhered to and there are high standards of hygiene in the nursery. This means that children learn the importance of staying fit and healthy through daily exercise and healthy eating. Children learn the importance of caring for their teeth as they brush their teeth daily. Accident and medical records are kept meticulously, which ensures that children's health is well protected and the specific needs are all met.

The skills and experience of staff, and the quality of teaching is good. Staffing levels are above requirements at the nursery, which means that children have more time with adults one to one and in small groups. This is contributing well to children's safety, comfort and security. Staff have a high level of awareness of each child's needs through their observations and communication with parents, so that these needs are fully met.

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

The management team's enthusiastic leadership is communicated to staff. They are fully committed, work well together as a team and are highly motivated in providing the best care for children. Staff are monitored effectively and have regular meetings and appraisals with the manager to discuss their training needs. The setting as a whole is very keen to engage in further training and staff development, in order to have an even more positive impact on children's learning. For example, the nursery employs two qualified early years teachers, and both are currently working towards further qualifications. They all have a thorough knowledge and understanding of the Early Years Foundation Stage. They work successfully together to identify areas for improvement in their provision. Everyone's views are valued, including those of parents and children. This means that high standards in teaching and planning are maintained in the nursery by means of an ongoing action plan.

Children are well safeguarded in the nursery as all staff receive full training and know what they should do if they have concerns about a child. The premises are secure and there are robust procedures in place for staff recruitment and the collection of children. Meticulous records are consistently kept and staff are aware of the need to be vigilant and to report any concerns to the manager or to an appropriate agency. Staff have recent safeguarding training and paediatric first aid certificates. They carry out daily safety checks on the premises, which means that children are safe from any potential hazards.

Parents have very positive views about the nursery and their comments on the provision are valued. Support for children with special educational needs and/or disabilities is excellent. Strong links with the specialist providers of additional support means that children's additional needs are fully met. The nursery receives visits from other local early years providers as an example of good practice. They pass on children's progress records to their schools and welcome visits from reception class teachers, which aids transition.

This exciting and rapidly developing nursery gives all children a secure foundation for their future learning and development and ensures that they are ready for school.

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

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| Unique reference number | 315416 |
| Local authority | St. Helens |

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| Inspection number | 819010 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 100 |
| Number of children on roll | 137 |
| Name of provider | Crank Nursery Ltd |
| Date of previous inspection | 23/04/2009 |
| Telephone number | 01744 886166 |

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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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