

Tottington Primary School Nursery

Tottington Primary School, Moorside Road, BURY, BL8 3HR

Inspection date	20/03/2013
Previous inspection date	05/03/2008

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Warm relationships between staff and children have developed. Children benefit from individual time and attention from staff and affection is readily given and received. Therefore, children are confident and secure in the nursery.
- Partnerships with parents are positive and staff give feedback at the end of each session about the child's day.
- Children are safe and secure because management and staff have an understanding of safeguarding children and keeping them safe by minimising risks.

It is not yet good because

- The quality of information recorded about children's development varies throughout the setting and next steps are not planned for regularly. Therefore, children's progress is not as good as it could be.
- The development plan does not focus on priorities drawn from self-evaluation. Therefore, improvements are not continuously identified and acted upon.
- Partnership working with other early years providers is not yet fully embedded to consistently share information about children's learning to complement and support their future development.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed interaction between staff and children indoors and outdoors.
- The inspector spoke to parents and took their views into consideration during the inspection.
- The inspector had a discussion with the nursery manager and school head teacher.
- The inspector examined a sample of documentation.
- The inspector tracked the progress of children.
- The inspector completed a joint observation with the manager of the nursery.

Inspector

Joanne Ryan

Full Report

Information about the setting

The Tottington Primary School Nursery was registered in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a classroom situated within the grounds of Tottington Primary School in Bury, and is managed by the school governors. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs six members of child care staff. Of these, all hold appropriate early years qualifications at level 2, 3 and 4. The nursery opens Monday to Friday term-time only. Sessions are from 8.50am until 3.10pm. Children attend for a variety of sessions. There are currently 44 children attending who are in 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 needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the planning, observation and assessment system to ensure children's next steps are planned in good time in order to support their continuous progress and develop the monitoring procedure to be able to identify all circumstances where interventions may be needed.

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

- extend the process of self-evaluation so that it is rigorous and develop a clear improvement plan in order to continuously enhance the quality of provision
- strengthen existing partnerships with other early years providers to consistently share children's learning in order to complement and support their individual developmental needs.

Inspection judgements

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

Children participate in a range of age-appropriate activities and play opportunities within the nursery. Staff plan and provide some adult-led activities and there are lots of opportunities for child-initiated play. Staff complete observations and assessments of the

children and each child has their own file that contains observations, photographs and examples of their creative work. However, observations and assessments are not always linked together and next steps are planned termly. As a result, all opportunities for progression are not maximised and are not frequent enough. Nevertheless, most children make satisfactory progress in their learning and development.

Staff support children through entering into play with them, asking open-ended questions and allowing children to initiate their own play. For example, children and staff play together on the carpet with the cars. Staff support children's thinking skills by asking questions such as 'Where will we park?', 'Will we need petrol?' and 'How much will it cost?'. Children develop their communication and language skills by engaging in conversations with the staff about the cost of petrol and what will happen if the car park is full. Children have opportunities to try out their early writing and drawing skills. For example, children draw patterns on the floor outside with the chalks and make marks on the painting easel. Children are, therefore, gaining some skills that will support their future learning and school readiness.

Staff understand how children learn and provide interesting experiences outdoors and the free-flow system allows choice and, therefore, children engage in activities for extended periods. Staff ensure that all areas of learning are promoted in the outdoor environment. For example, there is a digging area available continuously to the children where they can look for bugs and plant flowers, developing their understanding of the world. Staff promote children's personal, social and emotional development by demonstrating they value the contribution they make. For example, there is a star of the week board for children and parents to see which promotes children's self-esteem and confidence.

Key persons work with parents to encourage the sharing of information about their child's ongoing progress through informal discussions at the beginning and end of the day. Parents are complimentary about the setting and the service it provides. They comment that staff are friendly and they are kept informed about children's learning through the next steps sheet they are provided with at the end of each term. Therefore, parents can consistently support their children's learning at home. Staff and parents work together to develop individual educational plans where a special educational need and/or disability has been identified. Individual targets are set to support children's progress.

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

Staff have a sound knowledge of their key children. They understand how to support the children in their care to help them settle into the nursery. For example, they encourage parents to participate in settling in visits which enable new children to become familiar with the nursery routines and environment. As a result, children demonstrate a sense of belonging. The key person approach is well established, and parents are aware of who their child's key person is. Staff know children well and can respond when children show signs of distress. For example, a child has hurt her finger and the staff offer comfort and reassurance and the child quickly calms down.

Children develop healthy lifestyles because they have free access to the outdoors for fresh air and physical exercise each day. They use a variety of large and small equipment to practise a range of physical skills. Staff talk with children about the impact of exercise on their bodies, therefore, children are developing an understanding of the need for exercise. Children make healthy selections at snack time and are served nutritious, appetising meals each day provided by the school catering service. Staff cater for children's special dietary needs. For example, they provide appropriate food for children with nut allergies.

Staff are positive role models in the way they speak to the children and each other. For example, when a child asks for something, the staff member responds 'What's the magic word?'. Staff talk with children about feelings and the consequences of their actions, therefore, children are developing an understanding of the impact of their actions on others. Staff are deployed appropriately, situating themselves in different areas of the room to support the children's play. Children are reasonably well prepared for their transition to school. The nursery is on a school site and the new head teacher is working closely with the nursery and reception staff to build better links to support a smooth transition period.

Children learn about safety through visits from the community support team who talk to children about keeping themselves safe. Staff give suitable priority to the safety of children by talking with them about stranger danger and carrying out daily checks of the area. The resources are arranged so children can access them independently. However, as there is a delay in identifying next steps in children's learning the activities may not always reflect children's emerging interests. Children develop independence through daily routines as they pour their own drinks and choose which snack they would like. They are learning to look after their own environment by tidying up after themselves. The children engage in regular routines that promote hygiene, such as washing their hands before meals and discussing the reasons why.

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

Children are safeguarded and well protected in the setting because staff have a good knowledge of the safeguarding procedures. All staff have attended safeguarding training and are aware of appropriate contacts for further advice and support should they be concerned about a child's welfare. Safe recruitment procedures are in place and the staff monitoring process allows the manager to gauge that staff employed to work with the children are suitable to do so. For example, the manager works directly with the staff and children on a daily basis so she can identify and rectify any issues as they arise.

There are adequate performance management systems in place which support staff, for example, regular appraisals and staff meetings. There is a suitable emphasis on the professional development of the nursery workforce. Staff attend regular team meetings and training to update their knowledge and skills. Planning and assessments are monitored by discussions with staff to make sure they have an accurate understanding of all children's progress. However, the monitoring systems for children's learning journeys

and planning is not fully rigorous as some of the observations and assessments are not linked together. As a result, it is not always easy to see where an intervention might be required.

Some aspects of the nursery's self-evaluation have been effective in driving improvement. The nursery has responded to most of the previous recommendations. For example, the nursery developed the risk assessments to ensure they are in place for all areas, including outdoors. However, the self-evaluation process lacks rigour as staff have varying views on development areas. Therefore, there are inconsistencies in the identified priorities which means the service to children is not as effective as possible. There has been a change to leadership in the school and the new head teacher is developing clear action plans which will include the nursery.

Staff have good partnerships with parents and develop effective relationships with other professionals, such as speech and language therapists, to ensure that children receive the additional support they need. However, partnerships with other early years providers are less well established in order to consistently share information about children's learning to complement and support their developmental progression.

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 action. 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	316832
Local authority	Bury
Inspection number	819057
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	44
Name of provider	Tottington Primary School Governing Body
Date of previous inspection	05/03/2008
Telephone number	01204 886 169

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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, which are usually the childminder's 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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