

Ansdell Nursery

Ansdell Cp School, Lansdowne Road, LYTHAM ST. ANNES, Lancashire, FY8 4DR

Inspection date	19/04/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 are happy, interested in their activities and eager to try new experiences. They show good levels of independence, curiosity, imagination and positive behaviour.
- Practitioners interact well with children, extending their vocabulary and supporting them to participate in discussions. Children, therefore, develop good language, social and communication skills, which support their future learning.
- Children benefit from strong continuity of care between the nursery, parents and other settings that children attend. Information gathered is used to plan more effectively for all children's needs.
- Excellent use is made of the outdoor space. Children access a wide range of activities across all areas of learning.

It is not yet outstanding because

- Some elements of the lunch time routine do not fully consider the feelings of all children, particularly those who are waiting for their parents to take them home.

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.

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 the main room and in the outdoor playground.
- The inspector held meetings with the manager of the provision and with members of the staff team.
- The inspector checked evidence of suitability and qualifications of the staff working with the children and the provider's self-evaluation form.
- The inspector looked at children's assessment records and planning documentation.

Inspector

Linda Shore

Full Report

Information about the setting

Ansdell Nursery was re-opened in 2012 under new management, and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the grounds of Ansdell County Primary School in the Ansdell area of Lytham, Lancashire. The nursery serves the local area and is accessible to all children. It operates from a portable classroom and there is a fully enclosed area available for outdoor play.

The nursery employs five members of childcare staff. Of these, all hold appropriate early years qualifications and one holds Early Years Professional Status. The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm, for 45 weeks per year. Children attend for a variety of sessions. There are currently 43 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 children with special needs and/or disabilities.

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 the lunch time routine, so that those children who are waiting to go home are made to feel equally special to those who are eating their lunch.

Inspection judgements

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

Staff have a good understanding of the Early Years Foundation Stage and use this very well in practice to meet children's individual needs. The planning is based on a secure assessment of what children do and enjoy. The prime and specific areas of learning are covered in a full range of activities and experiences. The staff record observations on individual children and collate the next steps for their key children. This is then fed into the planning. Each child has a lovely learning journey file, which shows how activities link to the areas of learning and gives a general overview of where children are at in their development. Parents are asked to contribute to this and to share what and how their children learn at home by completing the 'here, there and everywhere' book. Information from this is also fed into the assessments and individual planning for children. The manager and deputy oversee the tracking of children's progress, which is analysed and monitored regularly. This means that staff can see how their key children are making

progress and where they may need to target more help and support.

Children enjoy a good balance of adult-initiated and child-led activities. They display good characteristics of effective learning when they are engaged in activities. Children are active and curious learners, whether constructing a railway track indoors or exploring through their senses they mix sand, soil and water outdoors. Independence is fostered well as children use a self-registration board, using an image and their printed name to show they have arrived at nursery. They learn to recognise their own name and discuss the letter it starts with. This is one of many opportunities for children to learn that text has meaning. Children of all ages enjoy books which they can freely access. The environment, indoors and outdoors, is rich in print which captures children's attention and imagination. For example, there are labels and signs outdoors and packaging, posters and letter displays indoors. This supports children's early reading skills and helps them to develop a keen interest in words and books.

Practitioners are skilled at extending children's learning through their high quality interactions and involvement in children's play. For example, when children talk about the birth of new puppies at home, they are encouraged to draw pictures of them on the whiteboards. They count the puppies together and are given support as they point to each 'puppy'. This means children learn about numbers and the world they live in through events that are relevant to them.

Children are offered a wide range of opportunities that promote their physical development. For example, they learn to handle small tools and implements, such as brushes and spades, safely and effectively.

The needs of all children at the setting are given good attention and consideration, including those with special educational needs and/or disabilities. For example, advice and support for one child from a speech and language therapist has resulted in games being devised to help all children progress with their learning of letters and sounds. This all means children develop the necessary social, emotional and communication skills to be ready to move on to school.

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

Children are settled and happy in the nursery because they are supported well by their key person. They approach practitioners for help and support as required, demonstrating that secure attachments are in place. Practitioners encourage children's independence, which ensures they are prepared well for their transitions into school. Children independently access the toys and resources with confidence as they explore the well-organised environment. They play in the well-resourced role play area and help themselves to materials that are made easily accessible to them. This enables them to direct their own play, which in turn builds their self-esteem and confidence. Effective risk assessments and vigilant supervision by practitioners enables the children to play and relax in safety and comfort. Practitioners obtain good information about children's individual needs and

requirements from parents, and they ensure these are given the highest regard.

Practitioners know the children well and are on hand to guide and extend their learning. They encourage children to play cooperatively together, gently redirecting them and calmly addressing any minor disputes. Practitioners work very well together and act as good role models for the children. They treat each other with respect and encourage the children to do the same. As a result, children behave very well and a happy and a calm atmosphere is present in the nursery. Children have a good understanding of how to keep themselves safe and are mindful of the safety of others. They understand outside equipment must be used with care as practitioners give timely reminders to wait their turn on the swing.

The seamless deployment of staff allows children complete freedom to choose to play indoors or outdoors for fresh air and exercise. This helps children to develop a positive attitude to good health and learn to respond to their own body's needs. Children sit with practitioners to eat their meals, sharing a well-organised social occasion. Children enjoy healthy, nutritious snacks provided by staff, including fresh fruit, and their understanding of the importance of a healthy lifestyle is well supported. However, space limitations mean that those children who are waiting to go home are grouped alongside those who are enjoying their packed lunch and there is scope to reconsider this routine so that all children feel special at this time.

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

The leadership and management of the nursery instigate effective safeguarding procedures for child protection and recruiting suitable practitioners. The named child protection officer has a good knowledge of child protection procedures and fully understands the responsibility to protect the welfare of children. All practitioners have a good understanding of the safeguarding requirements. They know the possible signs that indicate a child may be at risk of harm and understand fully what to do if they have any concerns. Policies and procedures are reviewed centrally for the group of nurseries. Practitioners contribute to, and are fully aware of, the policies and procedures that underpin the good practice. Children's welfare is promoted and maintained using effective risk assessments to ensure the environment is safe.

The manager, deputy and practitioners demonstrate a good understanding of their responsibilities in meeting the requirements of the Early Years Foundation Stage. The nursery delivers engaging activities across all areas of the educational programmes in order for children to progress well towards the early learning goals. Overall, all children are making good progress in relation to their starting points and capabilities. Monitoring procedures for capturing children's learning and development are effective and inform planning for children's next steps. The key person system works well so each child has a special person who cares for them while also getting to know all practitioners well. This means that children are confident and ready for school or the next stage in their learning.

The new management has introduced effective practitioner supervision and appraisals to address training and professional development needs. Practitioners are very keen on participating in training to further build on their knowledge and understanding of early years practice. A thorough induction programme ensures all new practitioners, including students, are clear about their duties and responsibilities. Partnership with parents and carers is good. Practitioners value parents' contributions regarding their children's progress and they involve parents in the completion of the progress check at age two.

Parents receive feedback at the end of each session and meet their key person each term to discuss their child's progress. Practitioners foster sound partnerships with other early years settings, transferring developmental information, to provide continuity of care for children who attend both settings. There are strong partnerships in place with the host school that effectively support children's move to full-time education. For example, children visit school daily for dinner and invite the teachers to meet children in their familiar nursery environment.

The manager and practitioners make good use of reflective practice to develop all areas of learning and development through ongoing observation, constant discussion and regular team meetings. Self-evaluation is completed that takes account of children's feedback and parental input. This demonstrates a good ability to accurately assess what they do well and future areas for development to continually improve the provision for children.

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 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	EY455120
Local authority	Lancashire
Inspection number	891028
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	43
Name of provider	Norbreck Happy Days Limited
Date of previous inspection	not applicable
Telephone number	01253731598

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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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