

# Silver Birches Nursery School Ltd

Longsands Lane, Fulwood, Preston, Lancashire, PR2 9PS

<b>Inspection date</b>	25/03/2013
Previous inspection date	22/02/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 enjoy their time in the setting, engaging effectively with knowledgeable and caring staff, who support them in making good progress in their learning and development.
- Strong and secure attachments between staff and children ensure that children's emotional well-being is fostered extremely well.
- All practitioners encourage children's good health and welfare. Children are safeguarded because the staff know the policies and procedures to be followed to protect the children in their care.
- The nursery staff develop successful partnerships with parents. Information is shared between staff and parents on a daily basis, in order to meet the children's individual needs.

### It is not yet outstanding because

- At times, resources in the toddler room are not set out carefully enough to ensure that even the youngest children can easily and independently access them.
- The views of parents and carers are not utilised sufficiently to fully incorporate them into the self-evaluation of the nursery to focus areas for continual improvements for children and their families.

## **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 children's play and staff interaction.
- The inspector talked with available staff and held discussions with the manager.
- The inspector observed children's activities throughout the visit in all rooms in the nursery.
- The inspector examined documentation, including a representative sample of children's records, display materials, staff suitability and training records.

## **Inspector**

Sue Rae

## Full Report

### Information about the setting

Silver Birches Nursery School Ltd was registered in 2001 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is in a large, detached property situated in the Fulwood area of Preston and is privately owned and managed. The nursery serves the local area and is accessible to all children. It operates from 10 rooms and the children also have access to two outdoor play areas.

The nursery employs 15 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2 and above. The manager has Early Years Professional Status. The nursery opens Monday to Friday, all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 84 children attending, who are in 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:

- carefully consider how the youngest children are supported to independently access the full range of resources, in particular the sand tray to further promote their learning
- make better use of the views of parents and carers to focus priorities for future development and to set more challenging targets for improvement.

## Inspection judgements

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

Children are welcomed into the friendly and warm environment where they show that they feel safe and secure. They clearly enjoy learning through play, eagerly choosing what they wish to do from the varied range of resources offered. Children demonstrate a positive approach to learning, supported by the cheerful interactions of the practitioners caring for them. Attentive staff, play alongside the children, offering gentle support and encouragement, extending children's learning with individual attention. Information gathered by the key person when children first attend provides a good base for establishing their starting points in learning. This enables staff to plan for individual children's progress from their earliest days in nursery. As a result, children settle quickly because staff understand their needs well and meet them consistently. Children's record of

learning, includes photographs and observations and these highlight the development, which they are making. Staff plan activities and opportunities together as a team, taking into consideration the children's interests. Parents are actively involved in contributing to their children's development through daily discussions, diaries and suggestions.

Children are secure in communicating their needs and preferences and they confidently approach the staff to ask for help when needed. Support is provided to children, who speak English as an additional language. Children develop their vocabulary using words, such as 'mix', 'swirl' and 'pink' as they blend paint for their chosen activity. Babies giggle as they enjoy climbing over and under play equipment. Practitioners use this opportunity to extend their language by repeating words describing what the babies are achieving. They help children to understand how to pronounce words by responding and repeating what they say in the correct way.

All areas of the nursery are well organised to allow children to select activities for themselves. Staff develop children's learning through extending child-initiated activities, for example, the introduction of a story book at lunch time, to extend their understanding of being hungry. However, in the toddler room, for example, on the day of the inspection, the high sand tray was not easily accessible to all children, limiting their independent selection of this specific play activity. They enjoy the mix of adult-led and child-initiated activities. Children are able to move around freely and have access to secure outside spaces where they can use a wide range of toys and equipment to promote their physical development; an area of learning which is progressing well. They show confidence and safety in balancing, climbing and riding. A good range of resources, posters and play equipment that reflect cultural diversity and children learn about the wider world through daily routines and activities that help them to learn about celebrations, such as, Chinese New Year, Christmas, Diwali, Bonfire Night and Easter.

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

Children settle well because staff have a thorough knowledge of their individual likes, needs and routines. The effective key person system and the good level of adult attention ensures that all children form positive and trusting relationships with the staff. They go to them for reassurance and cuddles when they are feeling tired. This provides them with a secure and safe environment for them to develop their confidence and self-esteem.

Children independently access well-organised resources and equipment in a clean, bright and colourful environment, where they are confident and develop warm and friendly relationships with staff and peers. Their artwork and their early attempts at writing are put on display to boost children's self-esteem. Children are well behaved and have a good awareness of right and wrong, responding positively to guidance from staff. They are encouraged and praised and their efforts are acknowledged appropriately. Children select and choose their own activities. Also, the older children enjoy the responsibility of serving the younger children their lunch. They develop self-care skills, for example, putting on their own coats before going outside, attending to toileting needs and making healthy choices at lunch and snack times, learning skills for the future. Staff support children well, so that they understand the importance of basic personal hygiene. Children all wash their

hands before they eat and after using the toilet.

There is a good nappy-changing procedure for babies and young children and staff ensure that they are sensitive with them. Meals and snacks are fresh, healthy and nutritious as the food is prepared on-site. Staff have a good system in place to support children with any particular dietary needs. This procedure includes obtaining all the required information from parents, writing detailed care plans and regularly reviewing them. As a result, children's health and well-being is very well promoted. Transitions for children are highly efficient because the manager has a high level of understanding regarding children's needs and works closely with parents and other providers to ensure that they are well supported as they move on.

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

Leadership and management of the setting is strong. The manager has a good understanding of the safeguarding and welfare requirements and she ensures that these are met in a professional and efficient manner. All staff receive safeguarding training and have a secure knowledge of safeguarding issues and procedures. Staffs' suitability to work with children is thoroughly checked to ensure their safety.

Induction and performance management systems ensure that staff remain suitable and are clear about their roles and responsibilities through regular staff meetings and annual appraisals. This means that staff are well equipped to keep children safe and the high quality of the nursery is maintained. Risk assessments of all areas are thorough and children are encouraged to manage their own risk. All policies and procedures are regularly updated and reviewed. However, less effective use is made of the views of others to further support self-evaluation and reflection. As a result, targets for improvement are not always prioritised well enough. Staff have successfully addressed the recommendations from the previous inspection. Consequently, all toys and books are positioned where children can access them and the outside space is secure.

Staff have a good understanding of the importance of monitoring children's development. Assessments are precise and link closely to the revised Early Years Foundation Stage seven areas of learning and development. These are shared with parents several times throughout the year at parents' evenings. Positive partnerships between staff and parents ensure that children's needs are effectively met. Parents are valued and their views are sought through discussions and the 'parent link tree'. Comments about children's interests are welcomed and acted on. For example, themed activities are incorporated into the planning.

Children are well prepared for the next stage in their learning and development as the staff support them in making the transition to school. They develop confidence in various social situations, which prepares them for moving on. Information is shared with other providers on a regular basis, which enables all people involved with the child to note their interests, needs and development and effectively promote continuity of care and learning.

### **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

<b>Unique reference number</b>	503755
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	910063
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	99
<b>Number of children on roll</b>	84
<b>Name of provider</b>	Silver Birches Nursery School Ltd
<b>Date of previous inspection</b>	22/02/2011
<b>Telephone number</b>	01772 798 034

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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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