

# AKS Nursery

AKS Nursery, Clifton Drive South, LYTHAM ST. ANNES, Lancashire, FY8 1DT

<b>Inspection date</b>	04/04/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- Staff 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.
- Strong leadership and management result in a well-supported and enthusiastic team of staff. They work successfully together, thereby, creating a well-organised setting where children make good progress in their learning and development.
- Staff demonstrate a very good knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage. They plan a range of interesting and enjoyable activities, supporting children in their learning through play.
- Partnerships with parents are good, because staff work hard to establish effective relationships with them. As a result, parents' views and wishes are respected, which supports children's continuity of care and learning.

### It is not yet outstanding because

- Some elements of the daily routines do not fully support children in further developing their independence and self-care skills.
- There is scope to develop children's creativity and understanding of the world further, indoors and 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
- 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 activities in the main rooms and in the playground.
- The inspector held meetings with the manager of the provision and with members of the staff team.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the staff working with the children and the provider's self-evaluation form.

## Inspector

Linda Shore

## Full Report

### Information about the setting

AKS nursery was re-registered in 2012 in new premises, on the Early Years Register. It operates from within the junior department of Arnold King Edward School in the Lytham area of Lancashire and is managed by committee. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The pre-school employs six members of childcare staff. Of these, all hold appropriate early years qualifications, mostly at level 4. The nursery opens Monday to Friday, from 8am to 6pm, 50 weeks of the year, excluding bank holidays. Children attend for a variety of sessions.

There are currently 33 children attending who are within the early years age group. The pre-school provides funded early education for three- and four-year-old children.

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### What the setting needs to do to improve further

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

- improve daily routines to fully support children in developing their independence and self-care skills, for example, by setting the table, tidying away and serving their own food at snack time
- develop children's creativity and understanding of the world, indoors and outdoors, for example, by adding more natural and everyday items, such as, real clothes, curtains and fabrics for dressing-up. Increase resources that encourage children to explore, dig, build and use their imaginations in a variety of ways outdoors.

### Inspection judgements

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

Staff pay close attention to ensuring that all children are happy and enjoy their time at the setting. This contributes to children feeling secure and being enthusiastic and positive about their play and learning. They concentrate and persevere with tasks and are happy to try new activities. They are well supported by staff, who fully understand that children learn as they play. Teaching techniques are strong and staff confidently enable children to determine their own play, offering support whenever needed. Staff interact very well with children, extending their vocabulary and supporting them to participate in discussions. Excellent links are made with home, making children feel secure, confident and understand their place in the world. For example, parents bring in photographs of family outings to a local park. Staff expertly use these to prompt discussion about families and link to nursery outings to the lake. Children, therefore, develop good language, social and communication skills, which supports their future learning.

Independence is fostered as children are encouraged to dress themselves warmly to play outside. Those who need help are supported as they learn to manipulate buttons and zips. However, some parts of the daily routines do not fully support children in developing their independence and self-care skills. For example, children have few opportunities to set the table, pour drinks and clear away at mealtimes.

Staff observe children, supporting them in acquiring the skills to learn effectively and to achieve well. They model inquisitive behaviour, thereby, encouraging children to experiment and develop their curiosity. Staff are highly proficient at assessing children's development levels and current interests. They feed this information into the weekly planning, monitoring the provision of opportunities in all seven areas of learning to ensure it is balanced. Children are progressing well and working within expected age bands. A half-termly detailed assessment clearly tracks children's progress and highlights any areas for focused teaching.

When they enter the nursery, children's starting points are clearly established through observations, assessments and useful information gathered from parents. This information is used to inform the planning of initial activities and resources. Several avenues of communication are available and used effectively by even the busiest parents to successfully input into children's learning. Snippets of family information from parents are expertly incorporated into the effective and fluid planning. For example, a parent's comment that penguins cannot fly was developed into a two week enthralling journey of discovery for children about Antarctica. Parents can choose to take home suggested learning sheets to reinforce learning at the nursery. This means parents are fully involved in contributing to children's learning at nursery and at home.

The practical activity planning means that children have well balanced opportunities to explore independently and to participate in group and structured activities. They take an active role in their learning and learn to work in partnership with others. For example, playing alphabet lotto with staff and other children teaches them to take turns, and respect each other. This activity was expertly led; children learn phonics and articulate the sounds that words start with. This promotes the skills they need in future life and in order to be ready for school. However, there is scope to further develop children's creativity and understanding of the world both indoors and outdoors. For example, by adding more natural and everyday items, real clothes, curtains and fabrics for dressing-up. There is also

scope to increase resources that encourage children to explore, build, and use their imaginations in a variety of ways.

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

Children are settled and happy in the setting. They approach staff for help and support as required, demonstrating that secure attachments are in place. Children independently access the toys and resources with confidence as they roam around the well-organised setting. Staff 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. Staff 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's behaviour is excellent and a happy and a calm atmosphere is present in the setting.

Children's understanding of the importance of a healthy lifestyle is very well supported. They have several opportunities each day to play and exercise in the fresh air. Children play in an enclosed and paved play area and have access to the school playground. They kick balls, ride cars, climb and slide. Children ride bikes and show they are proud of their achievements when staff are quick to praise them as they use the pedals for the first time. This is building self-esteem and confidence in their physical abilities. However, some resources are less well developed and children have fewer opportunities to explore the natural world, role play, or construct outdoors. Children enjoy healthy nutritious snacks provided by the nursery, including fresh fruit. They have a good understanding of how to keep themselves safe when attending the nursery and why it is important. They receive timely reminders from staff that the food is very hot and learn that this may burn their mouth and hurt. Children sit with staff to eat their meals, sharing a well-organised social occasion. This helps them to develop a positive attitude to good health.

Effective risk assessments and vigilant supervision by staff enables the children to play and relax in safety and comfort. The needs of all children at the setting are given good attention and consideration. The key person system is working well, so each child has a special person who cares for them while also getting to know all staff well. This means that children are confident and ready for school or the next stage in their learning.

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

Leaders and managers of the nursery have effective procedures for safeguarding and recruiting suitable staff. All staff have a good understanding of the safeguarding requirements. They know the possible signs that a child is at risk of harm and understand fully what to do if they have any concerns. They review policies and procedures regularly. This helps to ensure that they are up to date and staff contribute to, and are fully aware of the policies and procedures that guide the setting. Children's safety is promoted and maintained using effective risk assessments.

Strong leadership and management results in a well-supported, enthusiastic staff team.

They work successfully together, thereby, creating a well-organised setting where children make very good progress in their learning and development. The manager and staff demonstrate a good understanding of their responsibilities in meeting the requirements of the Statutory Framework for 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 tracking of children clearly shows their strong progress over time.

Effective staff supervision and appraisals address staff training and professional development needs. Staff 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 staff know what their duties and responsibilities are, in terms of the staff team. There are very effective systems in place to work in partnership with parents and carers. Staff work hard to establish effective relationships. As a result, parents' views and wishes are respected, supporting children's continuity of care and learning. This means all adults involved with children contribute to the comprehensive assessment and planning for development to ensure the best progress possible.

The manager and staff make good use of reflective practice to develop all areas of learning and development through ongoing observations, constant discussions and team meetings. This demonstrates a good ability to accurately assess what they do well and future areas for development to continually improve the provision for children. There are strong partnerships in place with the host school. For example, children are part of school life from the time they start at nursery. They eat daily in the school dining room and have lessons with the school's French and reception teachers every week. This effectively supports children's move to full-time education.

## 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>	EY455006
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	887162
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	28
<b>Number of children on roll</b>	33
<b>Name of provider</b>	United Church Schools Trust
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01253784120

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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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