

# The Big Picture Children's Nursery

63a Scarisbrick New Road, SOUTHPORT, Merseyside, PR8 6PA

<b>Inspection date</b>	04/06/2013
Previous inspection date	26/10/2011

<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		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- The nursery provides an inspiring, welcoming and stimulating environment. The enthusiastic and caring staff team ensure that excellent relationships with key persons are well established. This means that children are exceptionally well supported. They enter the nursery happily and demonstrate a very strong sense of security and increasing independence.
- Children's behaviour is exemplary. They are well motivated, eager to join in all activities and clearly demonstrate the characteristics of effective learning.
- Highly effective strategies are in place to help children develop early language and communication skills and to support their physical, personal, social and emotional development. As a result, all children make extremely good progress from their starting points.
- The ethos of the nursery is inspirational. It is evident in all areas both indoors and outdoors. This ensures that children attending have a strong awareness of their own self-worth and belonging.
- Strong, respectful partnerships with parents and other professionals ensures that children's individual needs are exceptionally well met and parents are very involved in their child's learning both in the nursery and at home.
- Robust management systems are in place based on consistent, focused observation and in-depth evaluation of staff practice. A well-targeted programme of professional development means that staff are constantly seeking to improve their already excellent understanding of how children learn and how to meet their individual needs.

## 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 checked all relevant documentation and scrutinised requested policies and procedures.
- The inspector looked at children's records, learning journals, planning and assessment documentation.
- The inspector checked evidence of staff's suitability to work with children, the provider's self-evaluation form and the development and action plans in place to secure improvement.
- The inspector spoke with the manager, individual staff and children at appropriate times throughout the inspection and carried out joint observations with the manager and early years professional.
- The inspector took into account the views of parents, carers and other professionals spoken to on the day, and from written comments.

## Inspector

Dorothy Williams

## Full Report

### Information about the setting

The Big Picture Children's Nursery was registered in 2001 and is on the Early Years Register. It is privately owned and operates from four playrooms spread over two floors of a large, detached, purposely designed, building in Southport. There are two outdoor areas around the property, which are used for extended play. The nursery serves the local area and is accessible to all children. The nursery employs 31 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above, including three with Early Years Professional Status.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. There are currently 187 children attending for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. It is well 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:

- continue to develop the already exemplary cycle of observation, planning and assessment by: making full use of the accurate data collected to respond to, and further meet, the needs of each individual child, to ensure that no teaching or learning opportunity is missed and every child continues to reach his or her full potential.

## Inspection judgements

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

The nursery is arranged on two floors of a large building. The ground floor has inter-connecting indoor and outdoor spaces and the first floor pre-school room has external and internal access to the garden. The nursery is planned entirely around the needs of the children and families who attend. It is innovative, flexible and creative. The rooms are bright and airy with an exceptional range of interesting, attractive and accessible resources and activities. Children readily extend their interests through role play, for instance, in the workshop, where real tools are used on a daily basis, or role-play vets activities, where children learn about caring for animals in nursery and at home.

Children are encouraged to explore all aspects of play and regularly take part in zumba, yoga and music sessions with teachers who work from different locations. All areas of learning are exceptionally well planned for and assessed. Pods or raised areas are

available for creative arts and each room has a calm quiet area for storytelling and key group sessions. Children are exceptionally well supported in their learning and development because the staff know them and their families very well. Staff have an in-depth knowledge and understanding of the Early Years Foundation Stage. They take time to assess their key children's needs, explore their interests and plan appropriate activities for their development. Staff work very closely with parents and other professionals and regularly share what they know about children's learning in nursery and at home. Parents readily contribute to their child's learning journal records and support their interests, for instance, by bringing in family photographs of people and pets, and using their skills to contribute to music time.

Staff give high priority to children's early language development through strategies such as 'Every Child a Talker' and 'Babbling Babies'. They also target children's personal, social and emotional skills and physical development. Babies are able to roll, crawl and have many opportunities for sensory development by exploring a variety of natural materials and through songs and rhymes. Toddlers seek out treasure baskets to share and explore. They crawl onto an overlarge drum and playfully bang to make 'music'. Older children are keen to share their activities as they talk about their work and share experiences. Staff skilfully support children's language development by asking open-ended questions, such as 'What do you think will happen if...?' or 'How do you think we can make a home for the spider?' This enables children to think critically and extend their vocabulary. Children develop phonic skills through the introduction of the 'Letters and sounds' programme. They recognise individual letters and begin to use them in mark making and emergent writing for a purpose, such as Father's Day cards. Children explore colour, shape and number in play activities, such as parachute games and animated storytelling. They expertly use advanced technology, such as a tablet computer and computer, to take photographs and search for photographs and information about wild animals and insects. When using a water pump in the outdoor area children effectively solve the problem of how to fix the water pipe to the pump. They discuss the possibilities and try several methods before discovering one that works. One child pumps the water, another holds the pipe, while a third waters the plants. This shows advanced problem solving skills, working together and critical thinking. These skills lay a firm foundation for children's future learning.

Children's physical development is very well supported through indoor and outdoor play. The innovative and inspiring design of the outdoor areas encourages children to climb, roll, and freely explore wet and dry areas, tree houses and tunnels. They excitedly invite adults to join their play and share books in the tree house. Messy play using flour, oats and rice enables younger children to learn using their senses of touch, smell and taste. As a result of these experiences children are able to make choices, work together and become independent learners.

Children have exemplary learning journals, which record their individual progress and development. These are regularly monitored by the staff team to ensure accuracy of observational assessment. Staff make excellent observations of children as they play and learn. They note the characteristics of learning, depth of involvement and follow children's interests in detail. Accurate planning, assessment and an innovative tracking system enables staff to ensure that all children are making very good progress in their learning

and development. Activities are differentiated to suit the needs of all children within the age range. Visual timetables and symbols enable all children to communicate their needs and access all areas of the nursery.

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

Every child is treated as an individual and respected throughout the nursery. Before entering nursery the manager and key person meet with parents to tour the nursery, explain the routines and what each child will gain from attending the nursery. The superb ethos of respect and care is evident during this time when information is given and received. On registration parents complete an 'All about me' booklet with their child. This gives a very clear picture of their child's early development and of their family. Staff record the information and use it to assess the child's starting point, to support settling-in and early learning. This includes information about children's sleep routines and feeding for babies and young children and medication for those with health needs. Staff observe children closely during the first weeks at nursery and use Maslow's hierarchy of needs to assess children's emotional development. Children are given opportunities to meet and interact with all staff in their room and tend to choose their own key person during this time. This means that children develop strong emotional bonds with their key person and are highly motivated and keen to learn.

Children recognise and manage their own personal hygiene needs extremely well throughout the day. Older children use the bathroom independently, they wash their hands at key times, use tissues to blow their noses and dispose of them in the bins provided. They are highly independent as they take off coats and hang them on the correct peg when entering nursery. Younger children are very well supported in their toileting and nappy changing routines ensure children's dignity and respect their needs. Babies sleep comfortably in cots with their own blankets and comforters, while older children seek quiet comfortable places for rest and relaxation. The routines are noted and areas kept very clean and safe because staff use aprons and gloves when changing nappies and clean the area with antibacterial spray.

Children engage in a huge variety of physical activities both indoors and outdoors. They engage in music and movement sessions and respond well to yoga, exploring relaxation and physical exercise with interest and enthusiasm. Simple ball games and interactive music sessions enable younger children to develop their physical skills. The children's physical development is further enhanced by visits to the local park to use the larger play equipment and play area for extended activities. Through a variety of activities, such as baby gym, and slightly raised levels in the baby room, babies and toddlers are supported to roll, crawl and develop their reaching, stretching and walking skills.

Children fully understand about healthy eating and making choices. They plant seeds in the outdoor area and discuss the growth of the plants. They look forward to eating their own produce. All meals are made fresh on the premises each day. The daily menu is shared with parents and displayed in the entrance hall. Older children help to set tables, they put out cutlery, serviettes and cups. They count how many are needed for each table and are able to share tasks with others in their group. Younger children are very well

supported to use a spoon and fork and babies are appropriately fed as needed. Snacks are provided throughout the day. These include fresh and dried fruit, raw vegetable sticks, milk and water. Fresh cool water is readily available throughout the day. Children readily talk about healthy eating and the 'yummy' taste of apples and bananas. A bowl of apples is placed in the entrance hall and children take one as they leave the setting. Well informed displays enable children to recognise healthy food and drink and make informed choices.

Children's behaviour is exemplary as the staff are very good role models. The nursery has a calm, inviting atmosphere where all children and their families are respected and loved. Staff speak quietly, use good manners and always use correct language. They remind children to say 'please' and 'thank you'. When a child sneezes another says 'bless you'. Staff use positive language to address behaviour. For example, when a child is unfriendly the staff remark 'I would rather you shared that toy' and 'let's play together shall we?' In this way children learn to respect each other.

Children have an excellent understanding of how to manage risks and challenges relative to their age. Older children learn to walk up and down stairs safely. They use real tools in the workshop area and slide down a pole in the role play. Younger children climb through tunnels and use water play effectively in the outdoor area. They tell each other to be careful when blowing bubbles as the soap can get in your eyes. Children feel very safe within the nursery as they are well supported by their key persons. They form very strong attachments to new staff as they move from room to room and are encouraged to share their feelings and thoughts on a regular basis with staff and parents. This means that children's emotional and physical needs are exceptionally well met and their well-being is paramount within the nursery. Transitions within the nursery and to other settings are exemplary. Time is taken to visit, meet new staff and children, explore new environments and join in sessions. Family visits are encouraged and siblings welcomed. Transition documents are thorough and information is sensitively shared. As a result, children are exceptionally well prepared for the next stage in their learning journey.

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

The leadership team are inspirational in their practice. They work together to lead practice and provide the very best for the children who attend the nursery, and their families. They have very high expectations for all areas of the nursery. They invite others to share their outstanding practice and observe on a regular basis. They constantly reflect on their practice, have open discussions with staff and other professionals and are constantly seeking ways to improve and enhance their provision. This is reflected in clear development and action plans. The nursery works closely with the local authority and are an exemplary nursery within the borough. All required policies and procedures are well written and embedded in practice. Staff have an excellent understanding of safeguarding and are clear about the process to report any concerns. The building is regularly sterilised to prevent the growth of bacteria and strict cleaning routines are in place. Robust risk assessments are in place for all areas of the nursery and all activities including outings and visits.

Recruitment procedures are rigorous. There is an extensive induction programme which includes management and peer observations, self-reflection and identification of areas of weakness. In-depth training programmes ensure all staff reach the high standard of expertise and care expected at the nursery. Staff morale is exceptionally high. They say that they would not want to work anywhere else and feel the management systems enable them to develop their own practice and support children to reach their potential and beyond. The key person system is extremely well embedded. Children are given the opportunity either by pre-registration visits, or extended transition to 'bond' with an adult. Each family is given a 'Key person flyer' to introduce and explain the role. The ethos of respect and fairness is embedded in this system and as a result, the child is constantly at the centre of the learning and development cycle.

The management team and staff constantly evaluate and reflect on their practice. Staff and children are able to request resources and suggest environmental changes. Children, parents and staff feel they have a voice within the setting and are able to effect change. Parents and other professionals, such as, speech and language therapists, local authority officers and local school teachers contribute to the self-evaluation of the nursery and readily comment in a book provided. Regular questionnaires, targeting specific areas, are given to parents and feedback is logged and used to secure improvement if required. For instance, the nursery plan to discuss with neighbours if land can be purchased in order to extend the outdoor play area.

Staff have an excellent knowledge and understanding of the Early Years Foundation Stage. Observation, planning and assessment is monitored to such a degree that key persons know their children in-depth and can readily discuss their age and stage of development. They have recently included children's attitudes and characteristics of learning in their planning and consider how children are learning. This is innovative and exemplary practice and is used to identify areas of need, interests and levels of engagement it has a strong impact on children's achievement and development. Planning is robust, observations are very well written, linked to the Development matters in the Early Years Foundation Stage publication and used effectively to assess children's learning and identify their next steps. Observations are written for the children, such as 'I noticed that you were holding the scissors in your left hand. You were able to cut and snip with ease. I will find you some left handed scissors and put them in your box to use'. These changes are shared with children and parents. Tracking documents and the progress check at age two are used with great effect to show improvement and ensure activities are planned to enhance learning. Through this system staff have noticed that some high achieving children are 'coasting'. As a result, staff plan more challenging activities for these children and discuss next steps in learning with the local school's foundation stage teachers. The management team effectively monitor and moderate all planning and assessment. Copious data is collected on each child and is used very effectively to ensure children are ready for their next stage of education. The nursery plans to continue use of this accurate data to ensure that every teaching and learning opportunity is used to maximum effect and every child continues to reach his or her full potential.

Partnerships with parents are a key strength of the nursery. From the first phone call parents are invited and highly encouraged to be involved in their child's learning and

development process. They are warmly welcomed into the nursery at every opportunity. Through daily diaries, information sheets and more formal meetings parents are kept fully informed of their child's progress. A monthly newsletter gives advance notification of trips, outings and visits. Information sharing includes regular email updates with parents who work away from home for long periods. Parents comment that this lifeline is inspirational and enables absent parents to keep up with their child's development at all times. Operational plans for each room are given to parents and they are invited to comment on their child's transition and on the quality of the key person. Parent's email evidence contributions to staff appraisals. Parents comment that they feel part of the nursery family through activities, such as music sessions, grandparent's day and a focus on 'dad's week'. A comment often repeated is 'The nursery provides aspects of learning that I cannot'. Parents also express that 'My child would not be the child they are today without the nursery staff who support them in all ways', 'they have also supported me and enabled me to know and understand my child's needs' and parent state my child 'has made fantastic progress and will be ready for school next term'. Parents enjoy finding out about learning styles and child development. They feel extremely well supported by the whole staff team and comment 'They really do see the Big Picture here and we feel very valued as parents'.



## 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>	503789
<b>Local authority</b>	Sefton
<b>Inspection number</b>	917628
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	67
<b>Number of children on roll</b>	187
<b>Name of provider</b>	Chicken Run Ltd
<b>Date of previous inspection</b>	26/10/2011
<b>Telephone number</b>	01704 884088

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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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