

Church Walk Pre-School Nursery Limited

off Church Walk, Ulverston, Cumbria, LA12 7EN

Inspection date	03/06/2013
Previous inspection date	23/11/2009

The quality and standards of the early years provision	This inspection:	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

- Staff are very caring and nurturing and provide children with a sense of security and safety. This encourages children to explore their surroundings happily and confidently.
- Children choose from a good range of play resources and are encouraged to follow their own interests. They are well-supported by staff who join in play sensitively and promote children's ideas well.
- Staff promote the learning and development of children well. Consequently, they are making good progress and are well-prepared for their transition to school.
- Parents are welcomed by friendly staff who are approachable and available to talk to them about their children's progress on a daily basis. This ensures a good level of continuity in children's care and learning.

It is not yet outstanding because

- Some children do not always use thorough hand washing routines and do not consistently have opportunities to serve their food and pour their drinks to further enhance their good self-care skills.
- The use of print inside and outside, such as signs and labels on storage boxes, are not always used to help children develop their understanding that words have meaning.

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 two playrooms, the playground and the field.
- The inspector looked at children's assessment records, the planning documentation, and the systems for the monitoring of children's progress.
- The inspector took into of the views of parents spoken to on the day of the inspection and looked at written comments and questionnaires completed by parents.
- The inspector held meetings with the manager and undertook a joint observation of an activity with the manager.
- The inspector looked at operational files consisting of policies, risk assessments, accident records and staff suitability documentation.

Inspector

Sandra Williams

Full Report

Information about the setting

Church Walk Pre-school Nursery originated in 1972 and was registered as a limited company in 2006. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by a committee and operates from a building close to Church Walk Primary School, in the centre of Ulverston in Cumbria. The nursery serves the local area and is accessible to all children. Children use two activity rooms and there is a fully enclosed playground and field available for outdoor play.

The nursery opens from Monday to Friday during term time only. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 55 children attending who are in the early years age group. 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.

The nursery employs 10 members of childcare staff. Of these, all but one, hold appropriate early years qualifications at level 3. The nursery is a member of the Pre-School Learning Alliance and it receives support from the local authority early years advisors.

What the setting needs to do to improve further

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

- provide more consistent opportunities for children to prepare their food and pour their drinks and follow thorough hand washing routines to further promote the development of their independence and self-care skills
- increase the amount of print inside and outside, such as signs and labels on storage boxes, to enhance children's understanding that words have real meaning and to further support their good early literacy skills.

Inspection judgements

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

The manager and staff have a good knowledge of how children learn and develop. They provide an imaginative range of activities to support children to make good progress in their learning and development. Initial information is gathered from parents about the

children during settling-in sessions. This information helps the children's key person to assess their starting points and to shape activities to meet the children's individual learning needs. Parents are actively encouraged to be involved in their children's learning by looking at children's progress records and discussing their progress with their child's key person. Parents are also given suggestions of activities to complete with the children at home to support their learning. For example, they select an object for the children to bring into nursery in the 'treasure box' so that children can talk to their peers about their chosen object. This boosts children's confidence in talking in small groups and is also an effective way of linking home and nursery together. Some parents visit the nursery in their professional capacity as vets, firemen and nurses to talk to the children about various health and safety issues. All of these methods are highly effective in helping parents to be fully involved in supporting their children's learning and development.

Staff use the Development matters in the Early Years Foundation Stage guidance to accurately assess and track children's progress and plan for the next steps in their learning. All children, including those with special educational needs and/or disabilities, are making good progress towards the early learning goals, given their starting points. Staff have a good understanding about the characteristics of learning and they use effective teaching methods to promote suitable challenges to extend the children's learning. All children, including those with English as an additional language, are well-supported in acquiring good communication and language skills as they engage in conversations with the staff and their peers. They also enjoy sitting in the comfortable book corner, 'reading' stories to each other. Staff help children to build their vocabulary and introduce new words by modelling language well. Staff effectively encourage the children's listening and attention skills by making activities fun. During circle times, children are asked to sit quietly for a short time and listen to different sounds in the environment. They then comment on hearing the telephone and the wind in the trees. Children enjoy joining in with action songs and learn the sounds of letters, such as 'r' for 'roar' and 'w' for 'woosh'. Staff model writing as they write words on the white board and ask the children to identify the different letters. This is very effective in supporting children's early literacy skills. Children are enthusiastic, eager to learn and maintain focus for periods of time. This prepares them well for their transition to school. Children recognise their names as they hang up their coats and bags on their pegs on arrival. There is scope to improve the use of print in the environment, for example, signs and labels on storage boxes are not always used to help children develop their understanding that words have real meaning.

Children are encouraged to count in many situations, such as counting children at meal times. The environment is rich in numerals and shapes displayed on the walls and in various number games. These activities support children to make good progress in their early numeracy skills. Children competently use computers and programmable toys, which provide them with good opportunities to develop their understanding about how technology is used for different purposes. Children help themselves to craft resources to create art work, which is proudly displayed on the walls. They also enjoy playing in the role play corner and dressing up in costumes to pretend to be characters from popular stories. All of these accessible activities, together with the good level of support from the staff, effectively support children's enthusiasm to learn through play and to develop their creativity and imagination.

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

Children settle well at this friendly and welcoming nursery due to the flexible settling in methods adopted by the staff. Parents and their children's key persons develop effective ways of sharing information about children's routines and individual needs. This supports children well during their transitions from home to nursery and helps them settle happily. The good level of adult attention and warm interaction ensures that all children form positive and trusting relationships with their key person and other staff. This secure and safe environment helps them to develop self-confidence and judge risks for themselves as they try new activities. For example, children enjoy building with large wooden blocks and planks and develop good balance and coordination as they carefully, with adult support, walk across the planks. Children have regular opportunities to enjoy fresh air and exercise in the outdoor playground and field. They move freely and confidently in a range of ways, such as, skilfully negotiating space as they ride their tricycles and stay safe by wearing helmets.

The nursery is attractively decorated with children's individual art work and photographs of the children and the staff. This helps children to feel familiar and comfortable in their surroundings. The children confidently select from a wide choice of stimulating resources, which are stored at low level and are easy for them to reach. This enables them to become confident learners and teaches them to make choices and play independently and cooperatively alongside others. Children's behaviour is positive due to the clear boundaries and gentle guidance provided by the staff. Staff work closely with parents and external agencies in order to support children's behaviour through consistent methods. Children are encouraged to play cooperatively and share toys, as well as help to tidy up when they hear the 'tidy up' song.

Children develop good self-care skills as they learn about staying safe in the sun by wearing sun hats and sun cream before playing outside. They learn about the need to wash their hands before eating and they know it is to get rid of germs. However, some children do not routinely use the soap provided and therefore do not always follow thorough hand washing routines to eliminate the risk of infection. Staff provide well-balanced, nutritious snacks, including fresh fruit. However, children are not consistently involved in preparing their snacks, serving their food and pouring their drinks. This means they do not always benefit from rich opportunities to further enhance their good self-care and independence skills. Children are well supported in their transitions from the nursery to school, due to the close working relationships that exist with teachers at the local school. Children become familiar with the teachers before they move as they visit them which helps to make the transition smooth.

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

The manager and staff have a good understanding and knowledge of how to meet the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Arrangements for safeguarding children within the nursery and outdoor play areas are good. The inspection took place following notification from the provider of

an accident to a child while playing on a low-level tree in the outdoor playing field. During the time of the accident the manager confirmed that the staffing ratios were correct. This was confirmed by viewing the details recorded in the daily record of attendance for that particular day. The provider explained that this was an isolated incident and could not have been easily prevented. The inspection found that the manager and staff were fully aware of their responsibilities and took all the necessary action, such as notifying parents and the relevant authorities. The manager carried out a full review of the outside area following the accident and consulted with the environmental health officer. She and the staff have reviewed the deployment of staff to make sure further risks to children are minimised. The manager has decided to increase staff supervision by always having one member of staff positioned specifically by the tree. This allows children to continue to play in this area safely.

Staff have undertaken safeguarding training and have a good understanding of the policy and procedure to follow should they have concerns about children's welfare. The thorough recruitment and vetting procedures undertaken by the management committee ensure that staff are suitable and safe to work with children. Effective risk assessments and daily safety checks inside and outside minimise hazards in order to reduce the risk of accidents to children. The security of the nursery is good and the staff are vigilant at all times, which minimises the risk of intruders entering the premises. Staff are trained in paediatric first aid and are therefore prepared to deal with any accidents or medical emergencies should they arise.

The manager and staff have a secure understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. The manager monitors the planning to ensure that a wide range of activities is provided to help children make good progress in all areas of their learning. Effective induction systems ensure that staff and students are clear about the policies and procedures within the nursery. Appraisals are undertaken annually to monitor the continued professional development and training needs of staff. The manager has begun to undertake staff supervision sessions to further support their practice and professional development. Regular team meetings and training also effectively support staff well in their daily work with the children. The manager has good systems in place to monitor children's progress by sampling learning journals to oversee the quality of assessment and planning for their individual learning needs.

Very positive partnerships between staff and parents ensure that children's needs are well met. Parents spoken to express their satisfaction with the service provided. They state that the staff are extremely helpful and friendly and deliver very good quality teaching through well-planned activities that the children enjoy. Parents are kept well-informed about the nursery through regular newsletters and meetings throughout the year. Partnership working with external agencies and professionals, such as health visitors and speech therapists are highly effective in ensuring that children receive additional support when required. Recommendations from previous inspections have been taken on board and promptly addressed. This is a positive indication of how committed the staff are in maintaining continuous improvements. Thorough evaluation takes into account the views of children, parents and staff. The manager works closely with the local authority advisor. This results in a clear and well-targeted plan of action for future developments.

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	EY332856
Local authority	Cumbria
Inspection number	920373
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	36
Number of children on roll	55
Name of provider	Church Walk Pre-School Nursery Limited
Date of previous inspection	23/11/2009
Telephone number	01229 586403

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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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