

# Offsprings

McMillan Nursery School, Railway Street, Nelson, Lancashire, BB9 9AG

## Inspection date

04/06/2013

Previous inspection date

29/09/2010

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

1

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

- Relationships with parents are strong and contribute well to children's learning and development needs.
- Arrangements for safeguarding children are effective and clear policies and procedures are implemented well.
- The key person system supports engagement with all parents. This means children feel safe, secure and receive the individual support they need.
- The educational programmes provide interesting and challenging experiences to promote children's learning and development as they progress towards the early learning goals.

### It is not yet outstanding because

- The educational programme for mathematics is not woven into all aspects of children's play so that they discover things about numbers, counting and calculating during most activities.
- Arrangements are not fully in place to give parents opportunities to continue their child's learning at home so that there is a shared approach to fully extending children's learning.

## 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 activities in the baby area, the two- to five-year-old area and outside play areas.
- The inspector looked at a sample of children's learning records, a selection of policies, risk assessments, staff qualifications and suitability records.
- The inspector held meetings with the managers and key persons, and talked to the members of staff during activities.
- The inspector took account of the views of parents spoken to on the day of the inspection.

## Inspector

Wendy Fitton

## Full Report

### Information about the setting

Offsprings Nursery was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from a separate unit within the McMillan Nursery School in Nelson, Lancashire. The nursery is managed by a committee. The nursery serves the local area and the wider surrounding areas and is accessible to all children. It operates from single-storey premises. There is access to shared outdoor play areas and gardens. The nursery has a separate entrance, a baby unit for children under two years and a large main playroom for children from two years up to five years.

The nursery utilises some areas and resources within the adjacent nursery school provision. The nursery supports children with special educational needs and/or disabilities and also children who speak English as an additional language. The nursery employs 21 members of childcare staff including the manager, all of whom, except two, hold appropriate early years qualifications at level 2 and above. The nursery opens for 51 weeks of the year, Monday to Friday. The nursery is open from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 80 children attending, who are within 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:

- consider even more creative opportunities for children to explore mathematics in all areas of their play and learning
- increase the opportunities for parents to contribute information about what children do at home and use this shared knowledge to help them to contribute to their child's learning record and further support their child's learning at home.

## Inspection judgements

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

Children are happy and motivated to learn through the provision of interesting and challenging activities and experiences that meet their individual needs. Staff have a good knowledge and a clear understanding of how children learn. There is a sharp focus on helping children to acquire communication and language skills, and in supporting their

physical, personal, social and emotional development. This is in order to prepare children for their next stage of learning and their eventual move onto school. Babies make good relationships with their key person and engage in playful interactions with them. They like to be cuddled and snuggle in and, therefore, feel emotionally secure. Staff encourage babies to explore and investigate their surroundings and enable them to move freely and safely to develop their movement and physical skills in the open access indoor and outdoor environment. Babies show they are confident to explore and make choices from the different play areas set up around the environment. Staff respond to babies' growing interests through the provision of role play, construction toys and sensory toys and, therefore, support their independence and imaginative skills. Staff support children's emotional needs well, as they reassure them when separating from their parents.

Children enjoy the extended learning provision in the outdoor play area and gardens. They have time and space to enjoy energetic play outside. For example, in the willow area children have the opportunity to explore the natural environment through digging and crawling. Children develop their physical skills as they pedal and ride the wheeled toys, learning to skilfully negotiate space and develop good coordination skills. Staff provide a range of activities to support children to manage their feelings and this helps children to talk about the things that are happening in their lives, for example, they talk about their relatives when drawing family portraits and discuss the new baby. Children show they are confident, happy and secure as they select their own resources. They ask adults for help when learning to ride the two-wheeled bicycle and engage with other children during their play. Children's use of early mathematics is developing well overall. For example, they use number names and number language spontaneously, find numbers in the sand area and take them to match up with the numbers on the cupboard. They also sort and match various objects, such as selecting fruit and placing them in order, according to colour and type. However, there is scope to promote children's understanding further by providing more opportunities for them to observe and describe numbers, space, shape and measures. Children develop their literacy skills as they enjoy books and look at them independently. Staff support this aspect of learning well, helping children to describe the main story and the characters, join in with repeated refrains and anticipate key events. Children use vocabulary and forms of speech that are influenced by their favourite characters in the story and this helps them to learn new words.

Teaching is effective and assessment procedures are focused and comprehensive. Staff plan the learning programme from the information gathered from parents on entry to the nursery. Each child is assigned a key person to be responsible for their development, routine care practices and relationships with parents. Every child has an individual profile and learning journal. Staff have detailed knowledge of every child's needs and future needs. All children are showing expected levels of development for their age, and in some areas are progressing above their expected level. Staff are fully aware of how children learn and plan to support their progress. Children are involved in all activities. Relationships with parents are effective and make a good contribution to meeting all children's needs. Staff discuss children's learning and progress with individual parents and the learning records and daily diaries are accessible to them. However, arrangements to give parents more opportunities to continue their child's learning at home; and share this information to inform planning are not fully in place in order to further extend children's learning and development.

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

The nursery is welcoming to children and parents. There is lots of information displayed in the entrance reception area and in the nursery areas. This, together with the friendly and reassuring staff, reinforces that children are valued, which in turn enhances their emotional well-being. Children settle well because staff are friendly and welcoming. They make sure they work closely with parents to find out about the children's routines so that they can meet their welfare needs. The effective key person system and the warm interaction between staff and the children ensure that all children form positive and trusting relationships with the staff. They go to them for reassurance and a cuddle which provides them with a secure and safe environment for them to develop their confidence and self-esteem. Children's behaviour is positive due to the clear boundaries and guidance provided by the staff. Relationships are strong and children learn about expected behaviour and respect each other. Staff always encourage children to use manners, to share and take turns. Staff model to children how to play and get down to their level. As a result children behave positively.

Children learn about the importance of a healthy diet. They are provided with a good range of healthy and nutritious snacks and meals. Children are taught about the importance of healthy eating through various activities. Staff promote outdoor activities to extend learning in the natural environment. This is achieved through open access to the outdoors as much as possible. Opportunities to pedal and steer large and small bikes are provided. Children have access to two climbing areas to support the development of their physical skills. The nursery menu promotes the use of fresh products and helps children receive part of their five a day. Within the outdoor provision there is a planting area for children to grow vegetables and try different tastes at snack times.

Parents speak highly of the nursery and express their satisfaction with the service provided. Parents state they attend from recommendation by other parents. They comment that staff are nice and friendly. Parents are aware of the key person and know who to approach if they have any concerns. They state that there is good daily feedback about routines and care practices and that staff cuddle and reassure the children. Children are well supported to acquire skills and the capacity to develop and learn and be ready for their transitions. All important information is shared with the key person within the next room. The settling-in sessions are supported by the current key person in liaison with parents and new key staff. There is a good focus on children's learning of key skills to support their move to nursery and school.

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

Overall, the nursery is well organised and the manager has high expectations for all children. She ensures each child makes good progress in their learning and that children are protected and safeguarded. This inspection was brought forward following information received, concerning three incidents relating to a child leaving a room unsupervised during busy collection times and children being left unsupervised for short periods when outside

and in the bathroom area before lunch. The inspection found that the staff were fully aware of their responsibilities and took all the necessary steps for ensuring children's safety and security at all times. Following the incidents, the manager carried out a full review and put in place additional arrangements for strengthening supervision and security procedures for the children and the premises. In addition, the manager routinely reviews risk assessments with the staff team. This practice ensures risks are minimised or eliminated. Regular head counts of the children are carried out throughout the sessions and when the children are moving from different areas. Senior staff check all areas of the nursery, story room, bathrooms, outdoor areas and the main playrooms when children access the different areas of the nursery. The premises are secure and there are high handles on internal doors, security cameras and television monitors to check areas and anyone entering the premises. The procedures for making reasonable adjustments to the premises, according to children's individual needs, are clearly identified. Staffing arrangements meet the needs of all children and ensure their safety. The manager ensures that children are well supervised and in sight and hearing of staff at all times. Staff are deployed effectively to ensure that children's needs are met. The manager promotes clear and understood policies and procedures for assessing risks. The nursery demonstrates how they manage risks if asked by parents or inspectors and identify how risks will be removed and minimised. Parents are kept well informed of any security issues through safety notices and information boards around the nursery.

The effective partnerships between parents, external agencies and other providers are evident and well established. These contribute to meeting children's individual needs effectively. There are clear relationships with local primary schools where children are due to attend. The nursery works in partnership with the local authority and is in the final stage of achieving a quality award. Staff work closely with the staff at the nursery school that is on the same site. They are involved with local community police, health professionals and other agencies who support local families. Relationships with parents are good and there are effective communication systems to ensure that parents are kept informed of their children's learning in nursery. Photographs and informative displays cover the walls. These illustrate the activities that children are involved in during their time at the nursery. Parents contribute to the initial assessment of their children's starting points on entry. Children are prepared for their next stage in learning and prepared for their transition to school. As a result, there is secure support for children with any identified needs and, therefore, no child is disadvantaged.

The management team has realistic expectations of the nursery staff and any improvements are highlighted. Strengths and weaknesses are identified and focused improvement plans are in place to secure continuous improvement. The process for self-evaluation within the nursery incorporates the views of staff, children and parents. The staff team share a vision to provide a good service for the children and their families, therefore making a positive difference to their lives. Systems are implemented to enable staff to continually evaluate their practice through professional supervisions, peer observations, staff's self-appraisals and discussions during meetings with the managers. Staff are actively encouraged and supported to access further training. This ensures their knowledge and skills are developed to their full potential which has a positive impact on the nursery and the children's learning and progress.

### **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>	503751
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	921310
<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>	37
<b>Number of children on roll</b>	80
<b>Name of provider</b>	Offsprings Nursery
<b>Date of previous inspection</b>	29/09/2010
<b>Telephone number</b>	01282 698 919

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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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