

# Early Bairds Children's Nursery

48 Orchard Street, Great Harwood, BLACKBURN, BB6 7EE

## Inspection date

Previous inspection date

05/07/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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's well-being is extremely well supported and their behaviour managed effectively through the good use of praise and encouragement.
- Children's independence is given high priority as they are able to make decisions about what they want to do. As a result, their self-help skills are effectively promoted.
- The learning programme for communication and language is very effective and, as a result, children's listening, speaking and language skills are effectively progressed.
- Good relationships with parents help children to make progress, as the staff work hard to ensure there is a joint approach to children's learning and to promote the importance of home learning.
- Children make good progress because staff have a secure knowledge of how to promote the learning and education of all children.

### It is not yet outstanding because

- There is scope to provide more opportunities for children to experiment with numbers and become familiar with the numerals, in order to strengthen their interest in numbers and number recognition.
- There is scope to extend opportunities for children to relax and rest quietly, if they wish to, when using the outdoor area.

## 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 nursery room and the outside learning environment and viewed toys, equipment and resources.
- The inspector held meetings with the manager of the provision and members of staff.  
During the inspection, the inspector viewed children's assessment and planning records. Regulatory documentation regarding adults suitability, children's details and any relevant information.
- The inspector and manager took part in a joint observation of practice within the outdoor play area.

## Inspector

Janet Singleton

## Full Report

### Information about the setting

Early Bairds Children's Nursery was registered in January 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises in the Great Harwood area of Lancashire and is managed by a private provider. The nursery serves the local area and is accessible to all children.

It operates Monday to Friday, from 7.30am until 6.30pm. Currently, there is limited outdoor play but this is complimented with daily opportunities to go outdoors on walks.

The nursery employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 or above. The manager holds the Early Years Professional Status. Children attend for a variety of sessions. There are currently 22 children attending, who are within this age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery is a member of the Pre-school Learning Alliance.

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

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

- review and further enhance the stimulating learning environment to enable children to extend their understanding of mathematics and experiment with matching numbers, numerals and objects; by further reflecting numbers and numerals as labels
  
- enhance the outdoor area, for example, by including a cosy area for children to rest and relax in.

## Inspection judgements

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

Staff and managers are secure in their knowledge of the seven areas of learning to provide children with a good range of highly interesting and challenging activities. As a result, children are well supported in the prime areas and therefore, better prepared for the next stage in their development. Through the comprehensive observation and assessment procedures, future planning is informed and reflects children's identified learning needs. Therefore, children continue to make good progress across all areas of learning. Staff have high expectations for all children and their quality of teaching is good. This is because staff make very good use of open-ended questioning to support children's

thinking. They sit with children and sensitively support them on their level. Consequently, their learning is improved as they become active and keen learners and any gaps identified are closing. There is a sharp focus on helping children become independent. Children pour their own drink and self-serve their snack and lunch as they manage their own needs for food and drink, in order to keep hydrated. They enjoy the social occasion of mealtimes, chatting about their morning or things that interest them. Additionally, they make friends and learn to get along with others, therefore, supporting the development of their physical and personal, social and emotional skills.

Staff engage and focus children in good quality conversations, resulting in their vocabulary and language skills being developed. Additionally, children delight in practising their language skills as they are constantly chattering during their play. Their early listening, reading and writing skills are very well promoted. The effective teaching methods include the use of good opportunities for children to write for a purpose as they practise their writing skills across all areas of play. They delight in listening to stories and talk about their experiences as they make up their stories and repeat familiar story lines. Staff effectively promote children's mathematical understanding, for example, describing objects as bigger or smaller than. Children are helped to learn about volume and capacity as they pour and fill containers in the water. They are encouraged to count steps and demonstrate their knowledge by counting from one to five and above. Children put cups out for their drink, deciding how many cups are needed to ensure there is one for each child. Although staff provide good opportunities for children to count, the use of numbers as labels for them to explore and experiment with is less well planned for, to enable children to extend their understanding of numbers and numerals.

Children delight in opportunities provided for playing outdoors and are active and engaged in the water play or digging in the soil. They find two moths in the soil and become excited, engrossed and engaged in their discovery, questioning how they may have got there. For example, did the moths fly there or do they live there. This became a fabulous spontaneous activity following the children's interest and covering most areas of learning. Consequently, children demonstrate the characteristics of effective learning. Staff listen to children and skilfully question them during the activity to improve their learning. They sensitively ask children what they could do differently, or what might happen next. This enables children's thinking to be extended and for them to anticipate what may result from a planned course of action. Children readily volunteer their thoughts as they explain the moths must live there. Staff help children to think about how they handle the moths as they explain the need to handle them carefully. They explain to be gentle, so as not to damage the moth or it will not be able to fly as children learn to care for creatures. Children have daily opportunities to explore the outdoors and develop their physical skills. However, more could be made to extend the outdoor environment to support children's comfort should they wish to relax or rest when outdoors.

Staff develop strong relationships with parents to support children's learning and development. Parents are consulted with and add their contribution to their children's assessment and learning needs. Learning journey records and information are passed on, in order to meet and support children's individual welfare and learning needs, in order to prepare them for the next stage in their learning. Additionally, children are well supported in their transitions within the nursery.

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

Staff welcome children into the nursery, resulting in children feeling settled and secure. The effective key person relationships means children's emotional needs are every well promoted. Staff follow children's routines from home and this contributes to their attachment and security in the nursery. For example, young children snuggle into staff for reassurance in the presence of visitors to the nursery. Children show friendly behaviour, play cooperatively and form close relationships with their peers and familiar adults. As a result, children fully understand the behavioural expectations, listen to staff and respond positively, resulting in behaviour that is good. Children are well behaved and understand how to share and play together, for example, when looking at and discussing the moths and worms when playing outside.

Children are very confident and demonstrate their high level of independence as they choose from the good resources and manage their own personal needs. They delight in self-serving their snack and lunch as they decide how much is enough and enjoy the social aspect of mealtimes. Children are supported in washing hands and attending to their own toileting needs. They are developing an understanding of a healthy lifestyle as they enjoy fresh, home-made meals. Staff talk to children about the importance of food and drinks during mealtimes, to further develop their understanding.

All required information pertaining to children's personal needs is sought from parents and as result, their welfare, care and emotional well-being are fully encouraged. Children develop their physical skills as they access outside and go for walk to the local park. They access the well-planned, stimulating and exciting outdoor area on a daily basis. Consequently, children are kept healthy and develop good attitudes to their well-being. The stimulating and well-resourced environment, both indoors and outdoors, supports children's well-being and physical skills. Activities, such as using scissors and small tools both indoors and outside, enable children to understand and manage risks. Additionally, children develop the fine movements necessary for early writing and their future learning.

Through comprehensive risk assessments, staff support and the clear behavioural expectations, children are kept safe and begin to take some responsibility for their own behaviour and safety. Children are well supported in their transitions within the nursery. Key staff complete a transition sheet summarising the children's overall learning and development. Parents are consulted with when children move to another room to ensure all are informed. Learning journey records and information is passed on, in order to meet and support children's individual welfare and learning needs and prepare them for the next stage in their learning.

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

The provider and manager have a good understanding of the Early Years Foundation Stage to promote children's learning and development with success. Through effective monitoring of the curriculum, a broad range of challenging and exciting activities are

provided for all children in a fun and enjoyable way. As a result, children make good progress across all areas of learning considering their starting point, age and capabilities. Observation, assessment and planning are monitored and this, combined with key persons having a good knowledge of the children in their care, results in children's educational needs being effectively planned for.

Safeguarding is given a high priority. Staff are very clear of their responsibilities to protect children and are confident of whom to report any concerns to, for example, the named person for safeguarding. Supporting policies and procedures are understood and implemented by staff, for example, a daily safety checklist is completed and a comprehensive risk assessment of the whole premises is in place, in order to identify risks and ensure these are attended to. Consequently, children can play safely in a safe and secure setting. Outings are risk assessed to keep children secure and safe when out and about with staff.

The management team has very high expectations for children's progress and demonstrate a significant capacity for improvement. They continually reflect on their good practice, linking with other early years settings and the local authority, as a result, children are making good progress. Procedures for managing staff are robust and include induction, regular supervision and appraisals to support staff and to raise the level of qualification. Team meetings allow staff to contribute to the process of evaluation. Parents contribute through the inclusion of their ideas into planning, commenting on their children's progress and completing written questionnaires requesting their feedback on the service they and their child receive.

Good relationships with parents and other settings and services, means that meaningful information, which promotes the health and well-being of children, is shared. Comments from parents are very positive and include the good progress their children have made, for example, in their personal and social skills. Parents are made aware of the policies and procedures and information is displayed on the notice board for them to view.

### **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>	EY460197
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	922830
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	41
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Early Bairds Children's Nursery Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01254877877

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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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