

# Silver Birches Nursery School Ltd

Longsands Lane, Fulwood, Preston, Lancashire, PR2 9PS

## Inspection date

29/11/2013

Previous inspection date

25/03/2013

## 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

- Teaching and learning is good because staff understand how to promote children's learning through the effective use of resources and strategies, such as, questioning to develop children's thinking along with demonstrating and enabling children to explore their own ideas.
- Staff have a good knowledge of safeguarding issues and how to safeguard children in their care. They confidently explain the process to follow should they have any concerns about a child or the behaviour of adults.
- Children benefit from a strong key person and buddy system which enables them to form close relationships. This enables them to feel secure in nursery and supports them as they explore the environment around them.
- Partnerships with parents and other professionals are well established. These are effective to ensure that the needs of all children are consistently met.

### It is not yet outstanding because

- The new system for tracking children's progress is not yet fully embedded across the nursery. As a consequence, staff do not have a complete picture of some children's progress.
- Staff miss some opportunities to develop very young children's understanding of safety as explanations are not consistently applied.

## **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 looked at a range documentation. This includes staff records, children's learning files and policies and procedures.
- The inspector looked round the nursery including the outside areas.  
The inspector carried out a joint observation with the manager in the baby room.
- Other observations were carried out by the inspector on activities the children were engaged in.
- The inspector spoke with the manager, deputy and staff during the inspection. The inspector also spoke with children and parents.

## **Inspector**

Sandra Harwood

## Full report

### Information about the setting

Silver Birches Nursery School Ltd was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is in a large, detached property situated in the Fulwood area of Preston and is privately owned and managed. The nursery serves the local area and is accessible to all children. It operates from 10 rooms and the children also have access to two outdoor play areas.

The nursery employs 14 members of childcare staff, of these; all hold appropriate early years qualifications at level 2 and above. The manager has Early Years Professional Status. The nursery opens Monday to Friday, all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 88 children on roll, of which; 85 of them are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- ensure the new tracking system is fully embedded across the whole nursery and enables staff to gain a complete picture of all children's progress
- use explanations to support actions to help babies and very young children develop their understanding of how to stay safe, for example, when brushing sand from the floor.

## Inspection judgements

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

Staff provide and deliver an interesting programme of themed and planned activities that cover all aspects of children's learning. This enables children to make links in their learning. These planned activities stretch children's imagination and capture their interests. The quality of teaching and learning is good, because staff make effective use of demonstrating, ask questions that encourage children to think and enable them to explore and follow their own ideas and learning. As staff and children talk about the pipe cleaners they have found and the variety of things that can be done with them, a discussion about the colour leads to one child asking 'Why is your hair red?'. 'It's painted' comes the reply. Another child replies 'You're not to paint your hair'. The member of staff uses this opportunity effectively as she explains to children about the process of dyeing hair and

extends their understanding. Staff gather relevant information about children's needs and level of development through discussions with parents during settling-in visits. Parents continue to be involved through the 'interest or achievement leaves'. This allows parents to inform staff of events at home which are then incorporated into their planning. The recent introduction of sending text messages to parents has proved very positive in extending and encouraging parents' involvement. Staff use this information along with accurate observations to plan next steps that are challenging, achievable and incorporate children's prior experiences and interests. Planning is flexible and is adapted to meet the needs and interests of children. For example, an interest sparked by a member of staff, resulted in cows being brought to nursery and children and staff becoming farmers for a day. However, a new system for tracking children's progress is not fully embedded across the nursery which means that some children's development is not fully recorded. Developmental summaries, discussions with parents and health visitors are recorded to ensure that the progress check at two years is carried out and any concerns identified.

Staff provide children with opportunities to make marks and for older children to practice their writing skills through specific activities, such as writing letters to Father Christmas. Babies and children's creativity is promoted as they explore different textures and develop manipulation skills by handling a range of textures and equipment. Babies and young toddlers have space to develop and consolidate their emerging physical skills. They play in the sand, concentrating as they fill and empty containers, one toddler watches sand fall from the duck they have picked up. A member of staff uses their hand to clear this from the table, later as the child again watches the sand fall she imitates the member of staff and wipes the sand with her hand, returning it to the tray. Staff and older children join in together as they play 'What's the time Mr Wolf?'. This is a fun way to engage children in learning about time, numbers and distances. Screams of delight ring out as the children escape Mr Wolf.

Children learn about the wider community as they explore a range of resources and learn about celebrations, such as Diwali. The staff are sensitive to those children who do not have Christmas trees, as they suggest different ways to use the decorations planned for the children to make to hang on the trees. Children learn about their local community as they visit shops and garden centres. Children's communication and language development are promoted well. Staff model language well and consistently talk clearly to children of all ages. They use a variety of strategies to capture children's attention and develop their listening skills. For example, staff promote babies' language as they use names when talking to them or referring to their friends, offer a running commentary or repeat what is said or copy babbles. Staff further promote babies' understanding of language as they ask them how they are feeling or if they have had their bottle. They extend children's vocabulary as they use descriptive words during activities. Visual timetables and key words and following parent requests support children who have English as an additional language. Staff are also animated story tellers, using expression in the tone of their voices to successfully sustain children's interest when reading stories. They also encourage children to be involved in the story telling by repeating parts of the story and using props for characters in the story, each with a part to play.

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

A bright, spacious and purposeful environment along with a warm welcome awaits children and their families. Photographs of the children and their families are displayed in the entrance hall along with a range of information about the nursery, local events and the Early Years Foundation Stage. This supports families' knowledge and involvement in nursery life. Children are happy and settled. They benefit from close relationships with staff that are caring and sensitive towards their needs. The effective key person and buddy system contributes towards building these close emotional attachments. Consequently, from an early age, children become confident and self-assured learners and are supported as they develop their skills in a range of situations. Transition procedures between nursery rooms are well implemented and continue as children move on to school. Staff respect the uniqueness of each child and plan effective support for their smooth transitions. This is achieved through sharing of information, developmental summaries, visits to their new room and working with parents.

Children of all ages are encouraged to develop an understanding of healthy lifestyles. They enjoy healthy meals and snacks which are cooked on the premises. Babies follow their own routine for sleep and feeding to ensure their individual needs are met. Children of all ages develop appropriate skills to manage their own hygiene, as they are encouraged to wash their hands at appropriate times, such as before eating. Outdoor play is structured to offer children more opportunities for discovery and develop competency in skills, such as, manoeuvring or climbing which builds confidence. All children have access to outside where they use a variety of equipment that supports them as they develop their physical skills. Children are taught to be safety conscious without being fearful. They take part in regular fire evacuations to ensure they know what to do if an emergency occurs. The pre-school children show a strong understanding of how to keep themselves safe. Children and staff talk about road safety and what the colours of the traffic lights mean. The member of staff uses this opportunity to further extend the pre-school children's understanding when she asks them about using the crossing and whether they have practiced this when out with mummy or daddy. However, staff who work with babies and the very young children do not always offer them reasons behind their actions for example; they brush the sand of the floor but do not talk about the safety aspect of these actions which means their understanding is not always supported.

Children take turns to lay the table and serve lunch to their friends. This nurtures children's tolerance and care for others and promotes their self-confidence and self-esteem. Children's independence is developing as they inform staff they need to put an apron on before painting or gluing. They wash their hands following craft activities. Staff also encourage children to think about their own and other's needs, for example, they encourage children to look outside to look at the weather and decide if they need to put their coats on before going out. Children relate well to each other and show care and consideration, they politely ask each other for chalks as they draw pictures, very young toddlers are supported as they begin to understand the need to be careful when less mobile babies are in the room. Throughout the nursery staff actively encourages children to share and take turns. Older children demonstrate their good understanding of this as they tell visitors they have to wait their turn to play with the jelly substance in the tray.

Behaviour across all age ranges in the nursery is good because staff are good role models, praise children for their ideas and efforts with high fives and consistently apply boundaries. This helps children develop their understanding of acceptable behaviour and know what is expected of them.

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

Policies and procedures and required documentation are in place and effective in supporting children's welfare. This includes relevant information required to be kept by the provider to meet the legal requirements of the Early Years Foundation Stage. The manager confidently discusses her responsibilities, for example, when and why Ofsted must be contacted. Recruitment procedures ensure staff are safe and suitable to work with the children, as correct checks are carried out and references obtained. The manager also ensures that no adult is left unsupervised with children until they have received the correct Disclosure and Barring clearance. New staff are given a mentor and a thorough induction helps to ensure they have a clear understanding of their roles and responsibilities. This helps to ensure that children are safe and well cared for. Staff have a good awareness of safeguarding issues. As a result, they fully understand their role in safeguarding children and the procedures to follow should a concern arise. Daily and outings risk assessments are completed to ensure children are continually cared for in safety. Staff are vigilant about the security of the premises and check all visitors before entry. Children benefit from a staff team who work well together to ensure that they are provided with good quality care and education. Staff are aware of their roles and responsibilities and are deployed effectively to ensure that children have a good level of supervision and support.

Partnerships with parents are effectively established to ensure children's needs are met. Written feedback and those parents spoken to on the day of inspection praise the nursery staff and care. For example, comments, such as, 'I feel secure because of the continuity of staff' and, 'the environment is secure which means I feel happy to leave my child', or, 'all the staff are kind, approachable and tell me about my child's day and achievements.' The nursery is committed to working in partnership with other professionals, such as, health visitors and physiotherapists. They ensure information is exchanged to meet the needs of children who require extra support.

Evaluation is undertaken through a variety of ways, such as undertaking the process to gain a local authority quality mark. This along with staff, parental and children's input is effective in identifying areas which need improvement and need to be acted upon. For example, the manager is aware that not all staff are totally comfortable in using the new tracking system, so extra training is in place to address these concerns. The manager demonstrates a high level of enthusiasm and commitment, recognising her responsibility to support staff and develop their roles. There are good support systems in place for staff, such as, supervision, regular team meetings and network meetings. Staff show a strong commitment to developing their knowledge and regularly undertake training to support this. The management team oversee planning, activities and staff interaction to ensure

they meet the needs of all children in the nursery and help them make good progress across all areas of learning and development.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	503755
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	943563
<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>	99
<b>Number of children on roll</b>	88
<b>Name of provider</b>	Silver Birches Nursery School Ltd
<b>Date of previous inspection</b>	25/03/2013
<b>Telephone number</b>	01772 798 034

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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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