

Walmer Bridge Day Nursery

74 Liverpool Old Road, Walmer Bridge, PRESTON, Lancashire, PR4 5GE

Inspection date

06/01/2014

Previous inspection date

22/08/2011

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

- Children's learning is effectively promoted because staff plan activities based on children's interests and developmental needs. Clear monitoring of the educational programme ensures all children make good progress in all areas of learning.
- Children receive warm, loving care and attention from the staff, promoting their emotional well-being at all times.
- Children are protected through robust procedures to prevent them from coming to harm. Staff have a good understanding of their responsibilities and the correct steps to take should they have a concern about a child.
- Partnership with parent, other agencies and providers are good. This ensures that children are given access to appropriate help and that they are well supported in their moves both within the nursery and on to other settings, including school.

It is not yet outstanding because

- The organisation of lunch time does not enable older children to help serve their own hot food. As a result, this particular opportunity is not used to support children's rapidly developing self-help skills.
- Resources, such as real and everyday items in the role play areas, are not used to fully promote children's rich imaginary and pretend play.

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 met with the manager and owner, looked at children's development records, evidence of suitability and qualifications of staff working in the nursery and a range of other policies and procedures.
- The inspector spoke to the manager of the nursery, staff members and children during the inspection.
- The inspector took account of the information from the nursery's improvement plan, as well as the parents' views spoken to on the day and those expressed in parental questionnaires.

Inspector

Jeanette Brookfield

Full report

Information about the setting

Walmer Bridge Day Nursery opened in 2001 and is managed by a partnership. One of the partners owns another nursery in a nearby village. It operates from a former primary school building in the village of Walmer Bridge near Preston. The nursery serves the local area and surrounding areas and is accessible to all children. It opens five days a week from 7.30am until 6pm all year round except on bank holidays. Children attend for a variety of sessions. Children are cared for on two floors and have access to an enclosed outdoor play area.

There are currently 63 children in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year old children. The nursery supports children with special educational needs and/or disabilities.

There are currently nine staff working directly with the children, all of whom have an appropriate early years qualification at level 3 and above. The manager has Early Years Professional Status and one member of staff holds Qualified Teacher Status. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- extend further children's opportunities to engage in role play, for example, by providing them with more exciting and stimulating resources in the home corner area
- develop ways to increase the opportunities for children to serve their own hot food at lunch time, to further enhance their independence in self-care.

Inspection judgements

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

Teaching and learning is good. All children in this nursery have access to a good range of activities and resources that cover all areas of learning and inspire them to be curious and motivated to learn. A balance of adult-led and child-initiated experiences are provided and children learn through playful and enjoyable experiences. Staff members have a clear understanding and knowledge of the learning and development requirements of the Early Years Foundation Stage. This supports children's good progress towards the early learning goals. Staff observe children's progress and use this information well to plan the next

steps in their learning. This enables the children to develop appropriate skills and attitudes for the next stage of their learning. Staff understand the different assessment processes and regularly share these with parents to ensure children's progress continues. This ensures any need for additional support for children can be identified and acted upon promptly.

There is a strong focus on promoting children's personal, social and emotional development and children show that they are familiar and comfortable with the daily routines. Children benefit from a good balance of independent learning, small group work and whole group activities. For example, staff members are skilled at engaging with children at story time and encourage children's interaction throughout. They hold the books up for the children to see and encourage them to describe what they can see. This successfully maintains children's interest in the story and positively promotes their early literacy skills. Children's further understanding in literacy and mathematics is well supported. For example, they show that they understand the initial sounds of their names as they write the letters of their names in the sand outside and extend their counting skills when singing rhymes. Staff build on children's understanding of numbers and mathematical terms as they routinely and confidently use them throughout activities. They engage with toddlers as they teach them to count and recognise numbers. For example, they encourage them to build towers with bricks and point to the numerals displayed on the sides. Children learn about the natural world as they plant flowers, herbs and vegetables and learn how to water them to grow effectively. This helps them to learn about growth and change and how to care for things in the environment. Children are provided with a broad range of experiences to develop their physical skills. In the indoor environment, children use scissors to cut out paper and card to decorate their constructions, use paint to create pictures and feed themselves competently using knives and forks. In the outdoor environment, children plan and make dens using various materials including the recycled Christmas tree. As a result, children effectively develop the key skills they need for the next steps in their learning, including those required when they attend school.

Babies learn through multiple senses as they enjoy the sensory experience of glue as staff support them to glue tissue paper and other materials together. They watch carefully as the glue drips onto the paper and they squash the tissue paper in their hands. Children are confident talkers and are able to express their thoughts and feelings to their friends and practitioners. Staff foster and extend children's language and communication. They constantly talk to the children, asking them effective questions and holding purposeful conversations. Babies' communication skills are developing well as staff reflect their language and introduce new words. Children in the pre-school are beginning to use their imagination as they dress-up as princesses and play with bags and hats. However, the role-play area is not always used to best effect. Children playing in this area do not always have access to 'real life' items or resources that help develop their creativity. For example, during the inspection there were few pots and pans, utensils and grocery items in the role-play area; things that children might find in their kitchens at home. As a result, opportunities to extend children's imagination are not fully explored.

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

Children play in three base rooms. These are furnished with good quality toys and equipment, which are age and stage appropriate. The baby room has a cosy area with fairy lights, comfortable cushions and draped voile. The key person system works very well and ensures that children are supported and well cared for. The key person is allocated when a child starts and the required formal documentation is completed with parents. Further information is then gathered from parents regarding children's needs, routines, meals, naps, allergies and interests. This means that the provision supports children with the transition from home to nursery well and meets their individual needs to provide continuity and consistency. Staff chat to parents on arrival and collection and show a genuine interest in them and their children. All children are very happy and settled, including the very young children. They leave their parents easily on entry to the nursery and sit with familiar staff for hugs. This shows that they cope very well with the move from home to nursery, which is due to the caring, nurturing and friendly staff team. Babies are quickly picked up if they become fractious. They receive warm, natural physical interaction, such as kisses and cuddles and verbal reassurance. Therefore, they snuggle into staff demonstrating that they feel safe and secure and their emotional needs are very well met.

Staff are positive role models, they interact with children and play at their level. Behaviour is managed in a positive way and, as result, children are well behaved and learn good social skills, for example, children are encouraged to say 'please' and 'thank you' at snack and mealtimes. Staff are calm, reassuring and give children lots of praise and clear explanations about expected behaviour, consequently, children's behaviour is good and their self-esteem is high. A healthy lifestyle is promoted as children have daily opportunities for fresh air and exercise in the well-resourced outdoor area. For example, they negotiate the tyres, clamber up the climbing frame and step confidently across the tree stumps. Meals are varied, healthy and nutritious, encouraging children to adopt healthy lifestyles. Children are offered a variety of tastes and textures and individual dietary requirements are catered for well. They learn good hygiene habits through regular routines and reminders. Self-help skills and independence are mostly well promoted and supported in everyday routines. For example, children learn to wash their hands independently after toileting and before eating. However, there is scope to increase the opportunities for older children to serve their own hot food at mealtimes to further enhance their already well developed independence in self-care.

Staff continually reinforce children's understanding of how to keep themselves safe through daily practices and planned activities. For example, they remind them to how to use tools and resources correctly during play and invite professionals, such as fire fighters and police into the nursery to talk to children. Staff have a good understanding of the procedures required when administering medication and dealing with accidents in order to safeguard children's health. In addition, all staff have completed paediatric first aid training.

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

The manager fully understands her responsibility in meeting the safeguarding and welfare requirements. As the designated lead for safeguarding, the manager has a good understanding of her role and all staff understand their roles and responsibilities to protect children. There are clear and well understood policies and procedures in place, for example, regular risk assessments are carried out to ensure the environment is safe and secure for children. Robust recruitment and vetting procedures are in place, which ensures children are cared for by suitable adults. Induction for staff includes safeguarding and health and safety procedures, which ensures they are quickly aware of the routines, policies and procedures that apply to the nursery. A high staffing level ensures staff are deployed effectively, as a result, the children are well supervised and ratios are consistently met.

The nursery is managed by a motivated manager and owner who have a clear understanding of the responsibility of the nursery to deliver and meet the requirements of the Early Years Foundation Stage. Children make good progress due to practitioners' clear understanding of the learning and development requirements of the Early Years Foundation Stage. The manager is focused and there is a strong overview of the curriculum through monitoring, to ensure children are provided with well thought out and purposeful activities, to help them make good progress towards the early learning goals. The manager has a secure knowledge of the nursery's strengths and areas for improvement. Evaluation of the nursery is completed and includes input from the staff, parents and children attending the nursery. The manager has addressed the previous recommendations and meets regularly with the local authority development officer to review the nursery practice and the nursery action plans. Practitioners' practice is monitored through twice yearly appraisals and supervision meetings. Peer observations are used to help develop practice and to ensure effective teaching and learning, which helps children make good progress in their development.

The nursery has established good relationships with parents and shares information on a daily basis about children's routines and the activities they participate in. This effective two-way sharing of information means that staff are able to shape their planning according to children's individual needs and interests. Parents speak positively about the nursery, particularly about the friendly and approachable staff and how children are supported in their learning. The nursery develops good working relationships with other settings that children attend and the local schools. For example, teachers from the local school visit children, helping to ensure a smooth move into school. Where children are identified as having special educational needs and/or disabilities, there are effective procedures for ensuring equality of opportunity so all children are supported in making good progress. For example, staff work closely with other professionals to devise targeted learning plans for children. This includes attending 'team around the child' meetings, for example, to ensure that professionals working with the children are fully aware of their individual needs. This ensures an inclusive environment and a consistent approach for children so they feel secure.

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

Unique reference number	EY102250
Local authority	Lancashire
Inspection number	949508
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	59
Number of children on roll	68
Name of provider	Jayne Parkinson and Kenneth Parkinson Partnership
Date of previous inspection	22/08/2011
Telephone number	01772 611 222

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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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