

# Casson Fold Day Nursery

Casson Fold, Lower Leigh Road, Westhoughton, Bolton, Lancashire, BL5 2EH

<b>Inspection date</b>	14/04/2014
Previous inspection date	22/11/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 are happy and settled. Secure attachments are effective because the role of the key person is well embedded. Relationships between parents, children and staff are very good and as a result, children are confident and independent learners.
- The management are focused, driven and passionate. Therefore, priorities for improvements are well defined and implemented.
- Procedures to keep children safe are well understood and embedded by staff. Consequently, children are safe and risks are minimised.
- Staff spend time assessing children's starting points and abilities. As a result, children are provided with appropriate and challenging activities to interest, motivate and engage them. Children are progressing well in all areas of learning.

### It is not yet outstanding because

- Children are not fully encouraged to develop their independence during mealtimes.
- Babies and very young children are not always able to self-select books or creative materials because occasionally they are out of reach. Therefore, babies are not fully supported to initiate and direct their own 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.

## Inspection activities

- The inspector observed activities in five rooms indoors and the outside learning environment.
- The inspector conducted a joint observation with the deputy manager.
- The inspector held a meeting with the manager and deputy manager.
- The inspector looked at children's assessment records and planning documentation.  
The inspector checked evidence of suitability and qualifications of staff working with children, the provider's improvement plan and a selection of policies and procedures.
- The inspector took account of the views of staff, parents and carers spoken to on the day.

## Inspector

Michelle Jacques

## Full report

### Information about the setting

Casson Fold Day Nursery was registered in 2004 on the Early Years Register. It is privately owned and operates from five rooms in a detached property set in its own grounds. Children have access to an enclosed outdoor play area. The nursery is situated in a residential area in Westhoughton. It is open each weekday from 7.30am to 6pm for 51 weeks per year, excluding Bank Holidays.

There are currently 81 children on roll in the early years age group, some in part-time places. The nursery currently supports children who have English as an additional language. There are 15 members of staff, 13 of whom hold appropriate early years qualifications at a minimum of level 2. The nursery provides funded early education for two-, three- and four-year-olds and receives support from the local authority.

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

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

- provide opportunities for babies and very young children to make independent choices of books and creative materials while they play and explore
- strengthen children's independence and involvement during mealtimes, for example, by allowing them to help to serve themselves or prepare some snacks.

### Inspection judgements

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

Staff have a good knowledge of how children learn and effectively promote and support children's development. Staff spend time assessing children's starting points and abilities by completing a 'settle diary' for six weeks. These observations form foundation understanding for staff, enabling them to fully understand children's needs. Consequently, activities planned and provided are challenging, engaging and appropriate. Procedures for planning and assessment are robust, children benefit from individually planned activities, ensuring those with differing abilities and interests are catered for. Children are making good progress in all areas of learning and are well prepared for their next stage of development and eventually school. Children who speak English as an additional language are also making good progress. There is mostly a good mix of adult-led and child-initiated activities, enabling children to learn through variety. However, babies and very young children are unable to freely access creative equipment and a wealth of books. This is because they are stored out of reach and as a result, children are unable to independently access these important play materials, stifling their freedom of choice and decision

making. Otherwise, children have access to a wide range of resources and materials that are suitable for their age and stage of development. The outdoor main play area is extensively resourced with a variety of good quality equipment and materials. Seven areas of learning are supported well, both indoors and outdoors. Equipment is well organised, helping to effectively promote learning and development for all ages. Bright and interesting displays celebrate children's achievements and support further learning. For example, a bathroom display depicts images of healthy eating and the importance of brushing teeth, promoting physical health. Large physical play equipment enables children of all ages to practise climbing and sliding skills. Physical development is strong and children are well supported in this area.

Staff communicate with children enthusiastically and this helps to promote engagement and motivation in learning. They have a good knowledge of the Early Years Foundation Stage and are skilful at extending learning and providing opportunities for further development. For example, while investigating the vegetable patch in the outdoor space, children are encouraged to think about plants and what they need to grow. Staff extend this further by requesting that children find big, small, large and tiny leaves and learning is again introduced as children take turns to water the plants. This activity is directed by an animated member of staff who uses good open questioning and song to enthuse the children in their learning. Communication development is promoted by staff who communicate consistently well with children, introducing new vocabulary as they speak. Children are also encouraged to communicate together and friendships are well established. Consequently, children play cooperatively together and are socially confident. Parents are fully engaged in children's learning and there are plenty of opportunities for discussion regarding development and individual needs. Images and photographs of family members are displayed, promoting links between nursery and home. As a result, children are emotionally secure.

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

Children are happy, confident and independent in this warm and friendly nursery. They have formed close attachments with staff and often seek out familiar adults for reassurance and support, should it be required. Staff effectively respond to their physical and emotional needs and as a result, children play comfortably and enthusiastically. Positive relationships are extended between parents and staff, reinforcing the emotional well-being of children. Staff greet and welcome children into the room, which ensures they feel valued and cared for. Parents' comment, 'the staff have been excellent and I have every confidence leaving my child'. Children arrive happily, wave goodbye to parents and quickly settle into their environment. Confidence and links with home prepares children for change and their next stage of learning. Babies and children demonstrate high levels of confidence and independence and competently manage their own care needs. For example, children independently put on their own coats prior to going outside. Effective systems are in place to support children as they move rooms, such as discussions with new key persons and settling-in visits. Consequently, children experience continuity and consistency of care and learning. Settling-in procedures are flexible and communication regarding children's needs and routines are well documented. As a result, children are well cared for by attentive and informed staff.

Children of all ages are well behaved because staff expectations are consistently clear. For example, staff remind children, 'please listen to my instructions'. Clear behaviour expectations are reinforced by 'rules of the nursery' displayed for children to see. These include 'be nice to our friends' and 'use please and thank you words'. Consequently, children show a secure level of understanding of the behavioural expectations in the nursery and behaviour is consistently good. Staff act as positive role models and team work is good. Staff communicate and cooperate with respect and as a result, children witness effective teamwork between staff and learn how to work and play cooperatively together.

Children are encouraged to experience new tastes through a variety of healthy meals, which are prepared freshly onsite by a nursery cook. Children who have special dietary requirements are safely managed and weaning babies are gradually introduced to a selection of new foods. As a result, children's good health is promoted by a balanced and nutritious menu. Children manage their own hygiene needs well and fully understand the importance to wash their hands before meals, in order to maintain hygienic standards. Mealtimes are a social experience and children anticipate their meals with excitement. However, children do not always have opportunities to develop their independence skills during mealtimes as food and drink are prepared and served for them. Procedures are diligently followed by staff to maintain a safe environment during food service and they wear protective aprons to prevent cross-contamination. Cleaning procedures are also undertaken by staff to maintain a clean and safe environment and help to minimise the risk of infection. Children's understanding of safety is supported as they are encouraged to take appropriate risks. For example, children negotiate steps and balance on logs while sensitively supported by staff. Risk taking is positively celebrated through genuine praise from staff, helping to support children's confidence and independence.

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

The safety and welfare of all children is a high priority for staff and management. Procedures are well embedded and staff have a good knowledge and understanding of how to protect and safeguard children. Staff are fully aware of their safeguarding responsibilities and know what to do in the event of a concern. Risk assessments and monitoring of the environment ensure that the nursery is safe at all times. As a result, children access play and learning opportunities in a consistently safe environment. Staff are well deployed and children are effectively supervised, so ratios are met at all times. Management complete robust recruitment procedures during the selection and employment of staff, including qualification checks, reference verification and ensure suitability to work with children. This means that children remain safe and protected. Staffs' ongoing suitability is maintained by inductions, appraisals, training and observations of practice. Comprehensive procedures completed by management ensure that the nursery is a safe and happy environment.

The manager and deputy manager have a clear vision for the nursery. They are passionate, motivated and aspire to improve. This positive attitude translates to staff. As a

result, teamwork is effective and there is a fully involved and committed staff team. Room leaders have regular meetings with management to discuss children, staff and nursery issues. Also staff meetings provide an arena for staff to contribute ideas. As a result, the manager is informed and able to closely monitor and evaluate the quality of practice and teaching. The nursery has a clear and effective development plan in place, identifying priorities for improvement, including contributions from local authority advisors. Management consult with parents through questionnaires, to understand their views and inform actions to improve. This demonstrates they value parents' views and are responsive to their users. Planning and assessment is clear and consistent and tracking documentation enables staff and management to fully understand children's progress. Leadership procedures and practices for monitoring the quality of the nursery are effective, resulting in a cohesive team and consistent practices.

A welcoming environment and positive relationships between parents and staff allows for plenty of informal discussions each day. Parents' questionnaires and 'at home diaries' are used to seek the views of parents and development meetings are held for parents regularly. This ensures parents are well informed, regarding progress and contributes to good relationships. Parents' comment 'staff are excellent and attentive'. Effective working practices have been developed with local authority advisors and the manager works closely with the local head teacher to build secure transition links with schools. The manager values and welcomes support from external agencies and recognises the importance of effective collaboration. Overall, the manager works well with others to create a welcoming and friendly nursery.

## 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>	EY271730
<b>Local authority</b>	Bolton
<b>Inspection number</b>	856116
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	45
<b>Number of children on roll</b>	81
<b>Name of provider</b>	Casson Fold Partnership
<b>Date of previous inspection</b>	22/11/2011
<b>Telephone number</b>	01942 873 161

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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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