

# Torrisholme Kindergarten

New Hall Farm, 355 Lancaster Road, Torrisholme, Morcambe, LA4 6RL

## Inspection date

29/05/2014

Previous inspection date

06/04/2009

## The quality and standards of the early years provision

**This inspection:**

1

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- The exceptional programme of activities and opportunities, coupled with superb teaching and excellent use of tracking by the highly skilled staff team, mean learning opportunities for all children are individually tailored to fully meet their needs. As a result, they make outstanding progress in relation to their starting points.
- Key persons are extremely caring, sensitive and attuned to all children's needs. Children's health, safety and well-being are given the utmost priority and as a result, children are nurtured and exceptionally well cared for.
- Comprehensive safeguarding procedures are in place and staff at all levels are effectively trained to identify and respond to concerns relating to children in their care, helping to keep children safe from harm or abuse.
- Excellent partnerships with parents, other professionals and multi-agency workers contribute to extremely effective information sharing, which is used to provide outstanding support for all children and families.
- Leadership and management is inspirational. The provider's enthusiasm and passion for her work is reinforced by a dedicated and committed staff team who work extremely well together.

## **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 and talked with children as they played and took part in activities, outside and inside the nursery.
- The inspector held discussions with the provider and staff at appropriate times throughout the day, taking their views into account.
- The inspector conducted a joint observation with the provider.
- The inspector took account of the views of parents spoken to on the day and from questionnaires and surveys completed by them, children and other professionals.
- The inspector viewed documentation, including children's assessment and planning records, staff suitability checks, self-evaluation documents and a sample of the policies and procedures.

**Inspector**  
Janice Caryl

## Full report

### Information about the setting

Torrisholme Kindergarten was registered in 2006 on the Early Years Register. It is situated in purpose built premises in the Torrisholme area of Morecambe and is one of two privately owned nurseries. The nursery serves the local area and is accessible to all children. It operates from one open plan room, which is divided into two areas and there is an enclosed area available for outdoor play. The nursery employs 17 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, including the manager who holds Early Years Professional status and Qualified Teacher Status. The nursery opens Monday to Friday all year round. Sessions are from 8am until 5.30pm. Children attend for a variety of sessions. There are currently 85 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities. The nursery is a member of the National Day Nurseries Association and the Pre-School Learning Alliance. They have been awarded the 'Lancashire Quality Award'.

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

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

- continue, strengthen and enhance the already highly effective professional development training plans, for example, by evaluating any training attended in even more detail.

## Inspection judgements

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

The provider and staff are highly skilled and have an excellent knowledge and understanding of how children learn. As a result, children benefit from a highly stimulating, natural, engaging, child-centred environment. All the play areas, inside and outside, inspire children to become highly motivated, independent and active learners. They contain high quality resources and are attractively planned and organised. As a result, children quickly become engaged in their play and develop a strong sense of belonging. A wealth of information gathered from parents when children first start at the nursery supports staff in making accurate initial assessments. Subsequent observations lead to individual learning plans for each child. These show clearly what children can and like to do and their next steps in learning. Consequently, they make excellent progress in relation to their starting points. Accurate and precise tracking systems, including the progress check for children aged between two and three years, ensure that children's development is closely monitored. These are shared with parents, carers and other professionals, such as specialists at the local children's centre, when necessary. Consequently, all children are effectively supported and early intervention sought in a

timely fashion.

The quality of teaching is excellent. All staff consistently support, challenge and inspire children to become active, independent learners. As a result, children are well-prepared for any future learning, for example, in school. Staff are skilled in extending children's learning and understanding of concepts. This is because they effectively ask open-ended questions to encourage children to think. For example, as children build a train outside, using the blocks, staff ask, 'How long is the train?' 'Where it is going?' Children playing in the cafe role play area are asked what food have they eaten when they have been abroad. This not only develops their thinking skills, but helps them gain an understanding of the world. The balance between child-initiated and adult-focused learning is excellent. This is because staff are exceptionally familiar with all children and tailor individual activities and opportunities to meet their needs. Younger children are animated and curious as they explore the paint with their fingers and their hands. Staff support them in developing their physical skills and coordination as they use the rollers to make patterns on the paper. The activity is made fun and exciting because it is on the floor, enabling all children to participate freely and without restriction. Furthermore, staff build on previous experiences as they repeat the rhyme, 'Round and round the garden' using the paint on children's hands. Children laugh as they wait expectantly for the end of the rhyme. Their intrinsic curiosity is promoted further as they play outside in the water. They are fascinated as they watch the bubbles, taking great delight in catching and popping them. Staff promote lots of communication and language opportunities as they enthusiastically share in the experiences. They entice children to make their own bubbles in the water by splashing, or finding the objects at the bottom of the tray. Consequently, children's sensory exploratory impulses are heightened and learning extended. Children have a wonderful time engaging in activities which promote learning in all areas. Staff support them in developing their own ideas, by providing additional resources that meet their individual interests. For example, children concentrate as they try to 'plaster' the fence in the digging area. They use the trowel proficiently, basing their play on real life experiences, helping them to gain an understanding of the world. There are an abundance of opportunities to develop early reading and writing skills. Children find their name on arrival, in order to register themselves in. Clipboards, writing pads, note pads and writing materials are available in every area. This inspires children to write for a purpose. For example, children playing in the role play cafe confidently use notepads and pencils to take orders from the adults and children. The environment is rich in print and number, which contributes to children's development of early reading skills. Staff support children in developing these skills further, by helping older children take the lead at story time. They hold the book so that all children can see, turn the pages and share the story, 'We're going on a bear hunt.' All children animatedly join in with the words and actions while the leader gains a sense of self-satisfaction and high levels of self-esteem.

Parents and carers are heavily involved in the nursery. They are provided with a wealth of information when they first register their children. They are kept fully informed of how their children are developing and progressing. This is because key persons are always available to share and discuss issues verbally, complemented by having home to nursery communication books. Parents are invited to share observations from home and these are included into children's files. Key persons take note of them and use them effectively in children's individual learning plans. Parent contributions about suggested activities and

learning opportunities are greatly valued and taken account of by staff. For example, staff begin to help children learn to tell the time, following ideas from parents. In addition, parents are invited to share recipes, which are placed in a file for everyone to read. Story sacks are available for parents to borrow, contributing to shared learning opportunities between home and the nursery. The reception area contains an abundance of information to support and engage parents. Information about staff and key persons is clear. Leaflets provide information about community events. Books to support parenting are available to borrow and photographs show parents some of the activities experienced by children. Consequently, parents and carers are kept exceptionally well-informed.

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

Key persons are extremely sensitive and in harmony with children's personal and emotional needs. Relationships are established through close liaison with parents, carers and families. Attachment bonds are soon formed, which effectively support children's emotional well-being. Consequently, children thrive in this warm, friendly and vibrant nursery, where children feel safe and emotionally secure. The babies and younger children enjoy relationships that are close, warm and supportive as staff cuddle them in preparation for sleep. Key persons attend to the personal needs of their own key children helping to strengthen those emotional bonds. Older children develop a strong sense of belonging and well-being as staff give them responsibilities for routine tasks. For example, staff choose daily 'helpers' to assist at lunchtime. These children take responsibility for setting the tables and helping serve food, promoting personal, social and emotional development. Children confidently explore the nursery and freely access all areas. Staff in the nursery are highly skilled at supporting children in managing their emotions and behaviour. They treat children with respect and actively listen to them by getting down to eye level. Staff are consistent and clear, providing explanations as they teach children the consequence of their actions. They give praise and encouragement, which raises children's self-esteem so that they learn intrinsically the rules of society and social skills. Children are able to choose an emotive face to share how they are feeling. In addition, they can play with and talk about faces showing different emotions on the 'emotion box'. As a result, children are able to explore their feelings in fun and imaginative ways, regardless of their levels of communication. Consequently, behaviour is exemplary.

The nursery is extremely safe and secure. Staff are exceedingly well-deployed to ensure all areas where children play are well supervised. The open plan nursery means children are able to move freely between the areas inside and outside. They confidently approach staff for help when needed and therefore, feel emotionally and physically secure. Staff constantly teach children basic hygiene rules throughout the routines of the day. They are excellent role models, for example, they all wear aprons and gloves when serving food to prevent cross-contamination. Staff promote good hygiene practices with children as they teach them about washing their hands before eating and after using the toilet. Children demonstrate their understanding as they respond animatedly to the question, 'Why do we need to wash our hands?' They learn about safety as they ride their bikes and negotiate the spaces, weaving in and out competently. In addition, workshops on road safety strengthen children's learning about hazards and how to minimise risk. The promotion of

healthy lifestyles takes high priority at the nursery. The provider and staff consistently work with parents and teach children how to take care of themselves, eat healthily and benefit from daily exercise. For example, all children, including the younger ones, learn to make healthy food choices at snack and mealtimes. This is through a salad bar which is available on each table so that children can help themselves. Staff sit with children while they have their lunch and chat, making this a pleasant social occasion. For those children having packed lunch, staff talk about the healthy choices they have brought, reinforcing how healthy foods support growth and development. Parents and carers are given guidance on preparing a healthy packed lunch box, meaning the positive messages are effectively shared. Children thoroughly enjoy the lunchtime routines as they learn to serve themselves, pour their own drinks and tidy away the leftovers. As a result, children develop excellent self-help skills and high levels of confidence in their own abilities. Children are active throughout the day with the numerous opportunities available. They enjoy riding their bikes, digging in the bark and soil, learning to balance and develop coordination skills as they run and jump.

Transitions within the nursery are extremely well-organised. Older and younger siblings are able to play together whenever they choose, particularly during transition times. In addition, younger children moving through to the main play area are supported by vigilant staff, who work with parents to make any changes as seamless as possible. Children are extremely well-prepared for moving into school. Teachers are invited to come and share some time at the nursery. They observe and talk with children and key persons, getting to know them and familiarising themselves with their needs. Staff prepare children in other ways, such as, reading stories, discussing routines, helping children to be independent, recognising and writing their name and supporting them effectively with early numeracy skills. Teachers report back that children are confident and competent when they first start in school. In addition, the provider and key persons attend multi-agency 'early years review meetings' to support transition further for children with special educational needs and/or disabilities.

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

Leadership is inspirational. The provider is passionate about providing high quality care and education and this is reflected in staff. Children are kept extremely safe and secure because staff are vigilant, well-deployed, and highly skilled and committed to ensuring children are safe and well cared for. Staff recruitment is robust with Disclosure and Barring Service checks carried out and completed before staff start work in the nursery. This helps to keep children safe from harm and abuse. Induction procedures are extremely thorough and include a great emphasis on child protection and safeguarding. Consequently, new staff are made fully aware and informed about the importance of protecting and safeguarding children from the very beginning. Staff are very well-trained in safeguarding and child protection procedures. They demonstrate their knowledge and understanding of what to do should they have concerns over a child's welfare. This helps to further protect children. Policies and procedures are very comprehensive and available for staff and parents to read at any time. This helps to ensure a collective approach is maintained and

contributes to the safe and efficient management of the nursery. Risk assessments are robust and reviewed regularly and daily checks ensure that the environment is clean and safe, thus minimising risk. The majority of staff are fully trained to administer first aid should any child have an accident, with all accidents reviewed regularly to identify recurring themes. This monitoring helps to reduce further accidents by identifying any hazardous areas or equipment.

The provider is extremely astute at monitoring the programme of activities and assessments of children, linked to the planning. She works alongside staff as they plan individual learning programmes for their children. Planning and assessments are discussed during supervision meetings and at staff meetings, ensuring a full team approach. Assessments are extremely well analysed and show meticulously how well children are developing individually and in specific areas. For example, a specific speech and language screening programme clearly shows the percentages of children reaching certain levels. This means that children requiring intervention are targeted early, helping them to make best progress. The provider holds her staff in high esteem. For example, she delegates roles and responsibilities for particular areas, such as a speech and language coordinator; planning and learning coordinator and a physical activity and nutritional coordinator. As a result, staff feel valued and respected and the nursery operates efficiently because of the whole team approach. Annual appraisals and staff supervisions take place regularly. These support staff because they are able to share issues, their concerns and aspirations and any training needs. In addition, staff participate in peer-on-peer observations, which help them to monitor each other's practice. This results in a highly motivated staff team, who continually strive to improve their skills, which benefits children in all areas. Each member of staff has a clear training plan from which the provider monitors their professional development. However, there is scope to improve this so that any training attended is more thoroughly analysed so that it has a bigger impact on learning outcomes for children and the nursery.

The provider has an extremely strong drive to improve the provision constantly. Self-evaluation and reflection of practice takes high priority. The nursery has worked hard and been awarded 'The Lancashire Quality Award', which is indicative of the quality of care and education provided. Furthermore, they have been congratulated and awarded 'eco status' because of the collective approach to recycling and taking care of the environment. This is evident throughout the nursery as they ask for old spectacles, old and used ink cartridges and junk materials for children to use. Parents, carers, staff and children are all heavily involved in providing feedback to help improve the nursery, for example, parents requested name badges for staff, which has now been addressed. This makes it clearer for parents new to the nursery to identify specific members. Children's views are equally highly valued, as key persons support them in completing questionnaires adapted to suit different age groups. The results of these are very informative and help to identify what children feel about their nursery. Extensive support and partnership working with a wide range of professionals help makes a strong contribution to meeting the needs of children. The superb links with the children's centre means that professional support is sought easily for children and families who need it. Activity workshops are also regularly sought, which widens and extends the educational programme for children and the families. This contributes to the excellent partnerships with parents, who are extremely complimentary

about the care, education and support they receive from the whole team.

## 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>	EY321556
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	862424
<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>	43
<b>Number of children on roll</b>	85
<b>Name of provider</b>	Torrisholme and Morecambe Kindergarten Ltd
<b>Date of previous inspection</b>	06/04/2009
<b>Telephone number</b>	01524 414114

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

