

# Adlington Community Nursery

Adlington Community Centre, Railway Road, Adlington, CHORLEY, Lancashire, PR6 9RF

## Inspection date

25/06/2014

Previous inspection date

09/09/2009

## 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

- Leadership and management is strong, they are committed to ongoing improvement and to continuous staff development. Therefore, the staff team are knowledgeable in their roles to support children in making good progress.
- The quality of teaching is good. Staff plan good quality, challenging and motivating activities to support children in making continued good progress across all areas of learning.
- Partnership with parents and others is strength of the setting. The staff team recognise the importance of working with parents and other agencies to share good quality information. As a result, children's needs are met.
- All staff are fully aware of their need to protect children and therefore, children are safeguarded.

### It is not yet outstanding because

- Staff miss opportunities to develop children's independence further by helping them to identify their own lunch bags and to set up their own lunch.
- The organisation of circle time and occasional lapses in ensuring children are following instructions, means that on occasions the planning of circle time is less effective to maximise children's learning at all times.

## 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 carried out general observations in the two play areas and also the outdoor play space.
- The inspector conducted two joint observations with the manager regarding adult initiated activities.
- The inspector tracked two children and looked at the children's development files, assessment records and planning documents and held discussions with staff.
- The inspector looked at the following records and documentation, safeguarding procedures, behaviour management, risk assessments and associated records and discussed with manager deployment and recruitment of staff.
- The inspector also spoke to several parents and carers on the day.

## Inspector

Glynis Kite

## Full report

### Information about the setting

Adlington Community Nursery was first registered in 1992 and is on the Early Years Register. It is situated in a community building in the Adlington area of Chorley, and is managed by a committee. The nursery serves the local area and is accessible to all children. It operates from two play rooms and there is a fully enclosed area available for outdoor play.

The nursery employs five members of child care staff. Of these, all hold appropriate early years qualifications at level 6 and level 3. The nursery opens Monday to Friday during term time. Sessions are from 8am until 3.00pm. Children attend for a variety of sessions. There are currently 49 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 children who speak English as an additional language and children with special needs and/or disabilities. The setting receives training and support from the local authority and is also 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:

- extend opportunities for children to enhance their independence further by helping children to identify their own lunch bag and set the table so they are more involved in the lunch time routine
- extend and enhance how all staff support children to follow instructions, for example, more careful supervision and reviewing the organisation of the large group so children's learning is optimised at all times.

## Inspection judgements

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

All children attending the setting are allocated a key person. This ensures that information is exchanged between staff and parents, which contribute to the needs of the children being met very well. Staff obtain comprehensive information about the children's starting points which helps them to plan a varied programme of activities to build on what children already know and can do. Children arrive in the setting eager and ready to play. They select an activity of interest to them, demonstrating confidence and independence, for example, children go immediately to the computers, which are switched on and ready for use and begin to work through the programmes. Staff plan and organise a wide range of good quality activities based on their observations of children and children's identified next steps. Most of the children have been attending the setting for a sustained period of time;

therefore, staff are very familiar with their individual needs based on their starting points. A wide range of interesting and challenging activities and resources are provided to progress children's good learning and development. Staff support the children very well by providing good opportunities for self-exploration, as well as offering adult-led activities. Some children are working through specific schemas and staff acknowledge this stage of their development and enable children to develop this at their own pace.

Children are making good progress in their individual stage of development. This is demonstrated through the knowledge and skills that children show, for example, children concentrate and persevere with tasks in the construction area, ensuring the outcome they want is achieved. The teaching and learning programmes are effective because they are based on sound foundations, such as, the children's starting point, observations and assessment. The staff have established effective relationships with parents which contribute to the needs of the children being met. Staff share information with parents regarding the children's progress and development and parents are involved in the two year assessments. Daily information exchange between staff and parents ensures that everyone is kept fully informed of children's interest and activity.

The staff are experienced, understand child development and know when children need them to engage to support them in their play. Staff ask children appropriate questions during play which encourages children to think about what they are doing or want to do. Children are able to relate activities, for example, after planting beans outside in the garden area, similar beans are used indoors in another activity of counting and sorting. This prompts some conversation about the previous day's activity, demonstrating the level of recall for some of the children. Additionally, this promotes children's understanding of mathematics and the outside world. Because staff observe children they are able to identify what is required to help children reach their next stage of development for example, staff planned the bean activity to support children in the use of one handed tools, to support children's emerging writing skills. Children have opportunities to use a variety of tools in their play as they develop their hand and eye coordination, such as, mark making in sand with their fingers, large plastic tweezers and pencils. Children use tools outside to dig and plant things, or brushes in water to 'paint' the walls. Children enjoy the book area and this is used for group activity as well as independently by the children. All children handle the books with confidence, turning pages correctly and in some cases children appear to be reading a story. Older children ask staff to read stories to them and then select a favourite book. Children show clear knowledge of the story and participate with interest; some children anticipate what is coming next. Children are confident communicators and frequently initiate conversations with each other and the adults. Staff seek the support of other agencies when necessary, for example speech therapist that provide specific programmes to support children in developing language. The staff have established strong relationships with local schools which contribute to effective transitional programmes for children preparing to go to school.

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

Children and parents are warmly greeted on arrival by the manager or a member of staff. This provides a warm and welcoming beginning to the day and gives parents an opportunity to exchange any information regarding their child. Children form strong relationships with all staff, and in particular their own key person, consequently, their well-being is supported. The setting is prepared and ready for the children to start their day immediately. The majority of children separate from their parents in a confident and happy manner. For those children that are upset on arrival, staff are on hand to comfort them and help them to settle, for example, when a child is upset on arrival, the key person, sits with the child and asks what the child would like to do. The choice of the child requires a change of creative activity, however, the planned and prepared activity is not removed completely just re-positioned nearby. Children are offered a snack soon after arrival. Children can access this as and when they want to. Children are learning to become independent in this area because they are supported in pouring drinks and buttering toast.

Children's health and well-being is promoted extremely well within the setting. For those children staying for lunch parents supply a packed lunch. However, staff do not always maximise the opportunities to enhance children's participation and independence in the lunch time activity, as they lay the table and set the bags ready for children to access. Staff encourage parents to provide healthy options for their children. Children are offered drinks of water or milk. Older children are very capable of managing their own basic hygiene routines such as, hand washing before meals and after playing with some messy play activities. Children are secure and they demonstrate their high levels of confidence and self-esteem as they readily make choices in the setting. This means children are being prepared for their future transitions onto school.

The premises is clean and bright, with lots of children's work and other interesting pictures displayed, a lot of which is at children's level. Because children can see and reach the pictures it encourages them to talk about what is happening, for example, a child asks a member of staff about some pictures on the back of a cupboard, which starts a wonderful conversation about previous activities and children. Staff strictly follow policies and procedures with regard to the administration of medication and also ensuring children who have been sick remain at home for the correct period of time in order to safeguard children. Children show they know about keeping themselves safe during play, for example, a child playing with play dough explains that the microwave is hot and, therefore, need to be careful when using it. Children behave well and have a clear understanding of the daily routines. However, on occasions, staff are not always as vigilant in ensuring children are following instructions particularly during tidy up time and in preparation for circle time. This means, for some older children they are choosing when they follow the instruction to tidy up.

Children benefit from the outdoor play area, which is well equipped with a wide range of good quantity resources and equipment. Children are very confident when climbing and show off their skills with pride to the adults watching. Children show a good understanding of care for other living things such as, mini beast and wild life, for example, they take care when planting beans for growing and are careful not to stand on worms from the wormary. Children make full use of the outdoor area which offers opportunities to run, make marks, sit quietly or splash in water as they develop their physical skills. Children

clearly enjoy the outdoor area and benefit from the fresh air. Children are learning to take risk in a safe and secure environment while being supported by skilled staff.

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

The management team is relatively new, however, they have very clear understanding of their roles and responsibilities regarding the day to day running of the setting. The manager is very committed to ensuring the welfare requirements and the learning and development requirements of the Early Years Foundation Stage are successfully delivered in this forward thinking setting. Since coming into the post of manager, changes have been made which have had a positive impact on staff, children and parents. For example, staff supervisions have been introduced and weekly planning meetings are now held regarding the development of the children. This means that all staff are involved in planning for and monitoring activities to be offered, to enhance children's learning and provide for their key children's individual next steps. The manager is fully involved in monitoring and evaluating the planning to ensure the effective implementation of the educational programmes. The manager and staff are involved with the programme of assessment. This ensures that where necessary, additional support for children is identified quickly and action taken to secure such support to progress children learning.

All staff are offered good opportunities to access training, some of this is offered 'in-house' while some is provided in conjunction with the local authority, with the local children's centre or the local primary schools. This means the staff team are consistently improving their already good skill in teaching. The manager is pro-active in developing the staff team to build a more secure and supportive team, for example, they work closer together and support each other in planning and completing observations. The staff also participate in peer observations which promote their own personal and professional development in order to enhance their already good skills. The manager has reviewed and updated the written policies and procedures with both the committee and staff. Therefore, all staff have a sound knowledge and understanding of the policies and procedures. The manager and staff are committed to improving the service offered and the experiences of children and parents. As part of this commitment and self-evaluation the manager seeks the views of parents, staff and children through various activities such as, newsletters, parents evenings, circle time for children, staff meetings and through daily activities.

The manager demonstrates a sound knowledge and understanding of her role and responsibilities regarding safeguarding and the welfare requirements for the Early Years Foundation Stage. She is the designated person for dealing with and reporting concerns regarding child protection, with all staff being fully aware of their role in protecting children. All staff have received safeguarding training and know to follow the settings policy and procedures to ensure children are effectively safeguarded. Staff are very confident that they would report any concerns even if this involved a colleague and they are aware of the 'whistleblowing' system if it became necessary to utilise. In addition, to child protection, children are further safeguarded because staff ensure that written risk assessments are in place to ensure the health, safety and well-being of children, staff and

any other adults visiting the setting. The premises are checked each day, by a member of staff, before children arrive and again at the end of the day. All of the staff hold appropriate and relevant qualifications. A record is kept of the suitability checks completed and the date of issue. Staff are made aware that they must inform the manager if any changes occur that may impact on their suitability to work with children.

## 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>	EY388234
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	859092
<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>	30
<b>Number of children on roll</b>	49
<b>Name of provider</b>	Adlington Community Nursery
<b>Date of previous inspection</b>	09/09/2009
<b>Telephone number</b>	01257 483479

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

