

Colden Early Years Nursery

Colden Primary School, Colden, Hebden Bridge, West Yorkshire, HX7 7HW

Inspection date

09/07/2014

Previous inspection date

15/12/2011

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

- The quality of teaching is good as staff provide rich, varied and imaginative experiences based on children's interests. Consequently, children are very well motivated, eager to learn and make good progress.
- Children are emotionally very well prepared for the next stage in their learning as staff provide very good support to prepare them for the transition to other settings. Therefore, children are well supported through periods of change.
- An effective and well-established programme of professional development is in place, which ensures continuous improvement. This includes peer observations, which support reflective practice to further improve the already very good staff practice.
- Safeguarding procedures are good and staff have a clear understanding of their responsibilities. This ensures that children's welfare is protected and they are kept safe.
- Partnerships with parents are good. Regular communication ensures information is shared to promote continuity in children's care and learning.

It is not yet outstanding because

- Some aspects of partnership working are not fully robust to ensure that effective communication links with all the different settings that children attend are in place, so that they fully benefit from a shared understanding and common approach to supporting their progress.

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 carried out a tour of the setting.
- The inspector observed play and learning activities and spoke to children and staff in the indoor room and the outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's assessment records, individual education plans and planning documentation.
- The inspector carried out a meeting with the manager, looked at and discussed a range of policies, procedures, documentation, evidence of staff clearance and self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Jacqueline Midgley

Full report

Information about the setting

Colden Early Years Nursery was registered in 2001 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by a voluntary management committee and operates from a purpose built early years unit at Colden Primary School. It is situated in the rural village of Colden near Hebden Bridge in Calderdale. Children have access to an enclosed play area and to the school yard and school hall. The nursery is open from 9.20am to 3.30pm, five days a week during school term time. Children are able to attend for a variety of sessions. The nursery provides funded early education for three- and four-year-old children. The club is open from 7.45am to 9.15am and from 3.40pm to 6.15pm during school term time. There are currently 78 children on roll, 39 of whom are in the early years age range. The nursery employs 10 staff, six of whom have an appropriate early years qualification at level 3 or above. The manager holds a level 6 and Early Years Professional status and one member of staff holds Qualified Teacher Status. The nursery is a member of the Pre-school Learning Alliance and has achieved a recognised quality award.

What the setting needs to do to improve further

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

- strengthen partnership working by ensuring there are robust communication links with all the settings children attend, so that they fully benefit from a shared understanding and common approach to supporting their progress.

Inspection judgements

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

Teaching is very good. Children are extremely well supported to make best progress given their capabilities and starting points. Staff provide rich, varied and imaginative experiences based on children's interests. Consequently, children are very well motivated and eager to learn. For example, at circle time, children investigate a snail shell; they sing songs, look at fiction and non-fiction books about snails. They eagerly explore the delightful outdoor area looking for evidence of the presence of snails and uncover clues in the form of nibbled leaves. Children excitedly extend their search to the wider school grounds and they are thrilled when they find a large snail, which they bring back to the setting. Staff ask good quality open-ended questions to help children's thinking and learning, consequently, children eagerly recount the facts learned in circle time.

Staff use a clear system to observe, monitor and track children's learning through effective and accurate assessments. This means that staff have a clear knowledge and understanding of children's individual learning needs and interests. This information is then used to inform the planning, which is based on children's individual interests to

provide a broad and balanced range of individual and group activities to precisely match children's specific learning needs. As a result, children demonstrate the characteristics of effective learning and make consistently good progress. For example, a child excitedly described seeing a tepee in the village. The children and staff went on a walk to look at the tepee and over the next few weeks, staff used this interest to ensure all areas of learning were well covered. Children built a tepee, sang songs, made picnics, painted pictures and investigated different cultures. They are ready for school when the time comes because they have a wide range of skills, to support their future education as well as a very positive attitude towards learning. Children's physical development is maximised as children balance, run, ride on bicycles and go on local walks. Support for children with special educational needs and/or disabilities is consistently highly effective. Excellent teaching strategies are employed to meet children's specific needs and to promote their all-round development. As a result, children make good progress given their starting points.

Partnerships with parents are very good. Parents spoken to feel that their children have made high levels of progress since attending the setting and they are kept very well informed. For example, children's next steps in their learning are shared, rhymes and games uploaded to the setting's website and included in newsletters, so that parents can support children's learning at home. The regular social events, such as the recent children's cycle event and open day provide more relaxed opportunities to create positive partnerships between staff and parents. Parents' contributions are highly valued and play an important part in helping staff to gain the most accurate picture of children's all-round development. For example, parents provide details of achievements in the communication book, which are celebrated in the setting. Therefore, parents and staff work in partnership to extend children's learning.

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

The environment is stimulating, friendly and well resourced. All resources are stored at low level to encourage children's engagement. Children can access a variety of resources and they are secure and confident in the environment. Children's behaviour is managed extremely well. Staff get down to children's level and calmly set their expectations out. As a result, the focus is on a positive atmosphere of mutual respect and trust, where staff constantly praise children's efforts and achievements. The key-person system is strong and provides maximum benefit to both the children and their families as both develop positive relationships with key staff. Parents comment that they find all staff extremely friendly and supportive. This is because staff fully understand the importance of children feeling safe, secure and confident before they show an eagerness and readiness to learn. This approach effectively supports children's emotional well-being and provides the smoothest of starts for them.

Staff ensure that all children form secure bonds and attachments by having effective, tailor-made, settling-in procedures. Staff are warm and affectionate and all have a good bond with the children. Therefore, children's emotional well-being is supported. Staff ensure children are happy and enjoy their time, by finding out about their individual needs, likes and dislikes and communicating with parents on an ongoing basis. A warm

and welcoming environment is provided, helping children to feel at home, safe and secure, so that they have a firm basis on which to enjoy their learning. Children are emotionally very well prepared for the next stage in their learning because staff provide good support to prepare them for their transitions, both to and from other settings and school. For example, the manager meets with parents prior to the move, discussing the child's likes and dislikes. She then visits the child's nursery and meets their key person to discuss their learning, well-being and interests.

Children independently follow good hygiene routines and they are reminded of the importance of washing their hands before snack time and when baking. Staff ensure any medical or dietary needs are known and managed and all accidents are recorded. Most staff hold paediatric first-aid qualifications. All staff have a good understanding of safeguarding issues and the manager is the nominated safeguarding officer, to ensure children are kept safe. They gently remind children of any dangers to help them to learn about keeping safe.

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

Safeguarding arrangements are good. Staff understand their role in protecting children from harm. They are aware of what to do should they have a concern about children's welfare. Therefore, children are kept safe. Recruitment and induction procedures are in place and ensure that all those working with children are suitable to do so. All adults working in the setting are monitored and supported effectively, which means that they are fully aware of their roles and responsibilities. Risk assessments are thorough and as a result, children are cared for in a safe environment. Documentation and records are well maintained and reviewed, which firmly underpins children's safety and welfare.

The manager fully understands her role and responsibilities in managing the setting and she is supported effectively by the provider in providing good quality provision for all children. The monitoring of children's progress is very good and ensures gaps in individual or groups of children's learning are identified. This allows staff to act immediately to ensure that gaps close swiftly and children make good and sometimes better than good progress. The manager monitors the educational programmes to ensure that they are broad and balanced and reflects individual children's specific learning needs. The quality of teaching is monitored effectively and the routine use of peer-on-peer observations facilitates reflective practice. This further strengthens the already very good quality teaching, so that children consistently achieve the highest levels in all aspects of their learning. The manager guides staff and gives them support where necessary. She implements training, in order to support staff in the delivery of their best to ensure children's needs are fully met. Therefore, children are effectively supported in their learning and safeguarded from harm.

Self-evaluation is good because it involves consultation with staff, parents and other professionals, so that any changes that are made, reflect their views and opinions. Feedback from parents is overwhelmingly positive and describes the good progress made by children at the setting. For example, 'it is extremely warm and engaging and

opportunities to extend learning are optimised' and 'a key strength of nursery is that children are well prepared for school'. Although, partnership working with other settings is in place, it is not fully robust to ensure that effective communication links with all the different settings that children attend are in place, so that they fully benefit from a shared understanding and common approach to supporting their progress.

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	EY241127
Local authority	Calderdale
Inspection number	872565
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	78
Name of provider	Colden Pre School Playgroup Committee
Date of previous inspection	15/12/2011
Telephone number	01422 846734

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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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