

Elms Private Day Nursery

The Elms, Lowerfold Road, Great Harwood, Blackburn, Lancashire, BB6 7NS

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|--------------------------|------------|
| Inspection date | 24/07/2014 |
| Previous inspection date | 11/05/2009 |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---|
| | Previous inspection: | |
| 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

- Close emotional bonds form between key persons, children and their families, which helps children to feel a good sense of security and display high levels of confidence in the nursery.
- Children enjoy a stimulating environment where they are eager to play and make friends. Teaching is effective and children make good progress. Their development is well monitored and their next steps in learning are accurately identified and planned for.
- Staff value the good partnerships in place with parents and carers and welcome their support and input into their children's learning. Daily discussions and regular parent evenings ensure that there is a coordinated approach to sharing information, which supports children's good progress.
- Safeguarding procedures, as well as partnerships with external professionals, are effective. This ensures children are kept safe from harm as their welfare is protected.

It is not yet outstanding because

- There is scope to enhance the procedures for supervision of staff to ensure these are even more sharply focused on further improving the already good quality of teaching to an outstanding level, in order to raise children's attainment to the highest level.
- Occasionally opportunities to further extend older children's independence are not fully exploited.

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 observed activities in the indoor and outside learning environment.
- The inspector conducted a joint observation with the deputy manager.
- The inspector held meetings with the deputy manager of the provision and spoke to staff throughout the inspection when appropriate.
- The inspector looked at samples of children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

Inspector

Michelle Britch

Full report

Information about the setting

The Elms Private Day Nursery was registered in 1992 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted dwelling in the Hyndburn area of Great Harwood. The nursery serves the local area and is accessible to all children. It operates from three rooms and there is a fully enclosed area available for outdoor play. The nursery employs nine members of child care staff. Of these, one member of staff holds an appropriate early years qualification at level 5, five hold qualifications at level 3 and one at level 2. The nursery opens Monday to Friday all year round from 7am to 6pm, except for one week in July and one week at Christmas. Children attend for a variety of sessions. A before and after school service is currently provided for a small number of school age children all of whom are under eight and who are escorted on foot to one nearby primary school. There are currently 29 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports children who speak English as an additional language and children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- extend systems of performance management to promote even higher levels of quality of teaching, for example, by ensuring that robust and more sharply focused action points are raised for staff during peer observations so that an astute and targeted programme of professional development improves staffs already good teaching skills so that children's progress is maximised to the optimum
- provide further opportunities during routines for older children to develop independence, for example, by providing opportunities for them to help prepare snack and cut up fruit and vegetables.

Inspection judgements

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

Staff have a secure knowledge of the Early Years Foundation Stage and how children learn. They have a good understanding of how to promote children's development through play and exploration. The quality of teaching is consistently good, which enables children to make good progress given their starting points. This is because staff understand how to provide a rich, stimulating environment, which meets the individual needs of all children in their care. For example, a playhouse in the garden is made into an ice cream parlour, serving cones and ice lollies after the children have recently initiated this in their own play. The activity is well-resourced with menus displayed so that the children are able to see

writing for a purpose and a till to introduce simple calculation. A range of observations identify children's skills and key persons plan for children's next steps in their learning and development. An appropriate mix of continuous child-initiated and adult-led activities, both indoors and outside, enable children to develop their own ideas and interests. For example, pre-school children enjoy imaginative play, working together to build a castle. They discuss the best way to build it to make sure that the dragon does not come and make it fall down. As a result, children are engaged and motivated for learning.

Staff listen and respond carefully to children, taking an interest in what they say and do. This supports children well as they play. Staff speak directly to children and use appropriate questions to support their critical thinking and language development. For example, during a play dough activity, staff use appropriate how, what and why questions, which challenge children's thinking skills. A member of staff supporting two-year-olds to make 3D models introduces a range of vocabulary, such as 'roll', 'pat' and 'push' as they make different shapes and snakes. A language-rich environment ensures children are provided with opportunities to further develop their communication skills, including children who speak English as an additional language. Babies receive one-to-one attention from their key person, who responds positively to babies' sounds and facial expressions. As a result, babies' social and communication development is well-promoted. This development of key skills in the personal, social and emotional aspects of children's learning is mirrored across all rooms as children confidently make choices. Children are learning effectively as they freely help themselves to the interesting and clearly labelled resources available to them. Children are very physically able and have a wide range of activities to develop these skills. For example, older children learn to balance on ride-on toys outside, climb apparatus and develop co-ordination in the weekly dance classes.

Staff know their key children well and plan activities based on their interests and individual needs. Furthermore, parents contributions are valued from when children start and move through the setting. This information is used to plan future interesting learning experiences for each child. Children with special educational needs and/or disabilities make good progress from their starting points because staff work closely with external agencies and parents to meet their needs. Effective systems for observing, assessing and tracking children's development are in place. These are regularly monitored to ensure that all children are making good progress towards the early learning goals and gaining sufficient skills to support the next stage of their learning, such as starting school. Parents are encouraged to attend progress meetings and share progress reports with their health visitors at the progress check carried out between the ages of two and three years. This enables everyone to work closely together to promote continuity of care and learning for each child.

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

Children and their families are greeted enthusiastically when they arrive, making them feel welcome and happy to attend the nursery. An effective key-person system enables children to feel safe and secure within the nursery, as they develop strong emotional attachments with staff and each other. Children approach their key person for reassurance and support when needed. Children's work and photographs of them engaging in activities

are attractively displayed throughout the nursery. This provides children with a good sense of belonging. The daily routines and activities provide children with opportunities to play and learn together. For example, older children learn to move imaginatively to music and transport blocks outside together using the wheelbarrow.

Staff are good role models to children, sitting at their level, frequently offering praise and calmly establishing expectations. Staff are consistent in their approach and as a result, behaviour is good. Room moves within the nursery are effective as clear information is exchanged from key person to key person when children move rooms. This helps children to continually feel safe and secure. Parents speak highly of the support they receive from staff, especially when supporting their children's emotional well-being during room moves. Good systems are in place with local schools to support children as they prepare themselves to move on. For example, teachers visit the setting during the summer term to begin building secure relationships. This ensures consistency of care is maintained and children's well-being is fully supported as they make adjustments during periods of change.

A strong emphasis is given to promoting children's good health and hygiene. Children wash their hands before meal times and know when to get themselves a tissue to help prevent the spread of germs. Through discussion, older children demonstrate their understanding that they must use sun cream, wear a hat and drink water to keep themselves healthy and safe. Daily meals and snacks are prepared fresh on the premises by the owner and provide a well-balanced and nutritional diet. However, there is scope to enhance older children's independence by providing them with opportunities to prepare and serve their own snack on a regular basis. Outdoor play in the fresh air is incorporated well into the daily routine, promoting children's physical skills and encouraging healthy lifestyles. Children are encouraged to consider and recognise potential risks and dangers as they gradually accept responsibility for their own safety. For example, they understand the need to wear high visibility jackets and to walk together with the adults on their regular walks in the local vicinity and trips to the nearby park.

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

Children are safeguarded well. The management team have implemented effective policies and procedures to support staff as they all work together to ensure that children remain as safe as possible while attending nursery. Staff are well aware of child protection procedures and demonstrate a clear knowledge and understanding of how to report concerns about children in their care. Risk assessments are thorough and reviewed regularly and the premises are secure so that parents and visitors cannot enter the building or garden without being let in by staff. Consequently, children are cared for in a safe environment. The management team demonstrate a good understanding of safe recruitment procedures, including providing work experience placements for students. This ensures that children are always cared for by suitable adults.

The management team have worked well since the last inspection to ensure that all previous actions raised have been effectively met and continue to be met. This

demonstrates a good commitment to continuous improvement. All staff are knowledgeable about the learning and development requirements. Staff hold appropriate childcare qualifications and access training to further enhance their practice. Training is regularly cascaded to the whole staff team so that everyone benefits from refreshed knowledge and skills. Educational programmes are regularly monitored along with the tracking of children's progress each term. As a result, children benefit from a broad range of experiences that support their positive progress towards the early learning goals. The manager arranges supervision meetings with her staff to monitor the quality of teaching and learning. However, there is scope to further improve the system to ensure that more astute and sharply focused development points are raised to enhance staff's practice to an outstanding level, in order to raise children's attainment to the highest level. The nursery improvement plans are regularly reviewed and revised as targets are implemented and new ones take priority. Staff and parents contribute to the self-evaluation of the nursery and their input is valued as part of the decision making to implement changes. This ensures continuous improvements are made.

Partnership working with parents makes a strong contribution to meeting the needs of all children. Parents are warmly welcomed into the nursery and invited to share in their children's learning through a range of different opportunities. Parents make positive comments about the progress their children are making in their learning and development, as well as the settings efforts to involve them in the continuous improvement of the outdoor and indoor environment. Therefore, parents feel valued and included in their children's learning. Communication is good and regular newsletters ensure parents have a good overview of nursery life at any one time. Parents speak highly of the nursery. They feel that staff help their children to settle very well, are very approachable and listen to what they have to say. The effective partnership between the nursery and the local primary schools ensures children are well prepared for moving on to school when the time comes. Children with special educational needs and/or disabilities are effectively supported through effective partnership working with external agencies. This provides a coordinated approach to children's welfare and development during their time at nursery.

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 | 309297 |
| Local authority | Lancashire |
| Inspection number | 876840 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 29 |
| Number of children on roll | 29 |
| Name of provider | Glenis Haworth |
| Date of previous inspection | 11/05/2009 |
| Telephone number | 01254 887 353 |

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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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