

# Townley House Nursery

60 Wateringpool Lane, Lostock Hall, PRESTON, PR5 5UA

## Inspection date

04/08/2014

Previous inspection date

24/03/2011

## 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 highly consistent. Therefore, children are making good progress across all areas of their learning and development.
- Practitioners create a highly positive, warm environment for all children and especially babies. As a result, children form secure attachments and their emotional needs are very well met.
- Partnerships with parents are very strong and parents speak highly of the setting. Consequently, children's individual needs are supported and they are happy and settled.
- Leaders and managers ensure all practitioners are highly secure within their roles. Practitioners are knowledgeable, regarding safeguarding procedures, therefore, ensuring children are kept safe and protected at all times.

### It is not yet outstanding because

- Managers, although they are monitoring practitioners through supervisions, this is not yet embedded to focus strongly enough on improving the quality of teaching and to provide further opportunities to improve the provision for all children.
- Opportunities for practitioners to support and develop children's understanding of healthy eating and lifestyles, during meal times, are not fully explored.

## 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 all playrooms and the outside learning environment.
- The inspector conducted a joint observation with the nursery manager.
- The inspector held meetings with the manager and the registered provider of the setting.
- The inspector asked the practitioners questions about their practice at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation, including the safeguarding procedures.
- The inspector checked evidence of suitability and qualifications of practitioners 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 during the inspection.

## Inspector

Amy Willoughby

## Full report

### Information about the setting

Townley House Nursery is owned by a partnership and is one of three nurseries. It was registered in 2001. It operates from a detached property in the Lostock Hall area of Preston, Lancashire. The setting serves the local area. The setting is accessible to all children and there are fully enclosed areas available for outdoor play. The setting opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 38 children attending who are within the early years age range. The setting is registered on the Early Years Register. The setting provides funded early education for two-, three- and four-year-olds. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above. The setting 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:

- enhance supervision further to include even more precise monitoring to focus more clearly on teaching, so that even greater opportunities for raising the good progress children are making are provided and linked to their next steps
- make the most of extending children's understanding of healthy eating, lifestyles and diet, by ensuring opportunities are maximised to engage children in conversations about their own good health.

## Inspection judgements

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

Teaching is good overall across the nursery. The practitioners and manager have a secure knowledge of the children who attend the setting. The practitioners caring nature ensures they are attentive to all children's individual needs. As a result, children feel safe and are happy when attending the setting. The quality of teaching is strong and consistent. Practitioners ensure all activities provided, are of good quality, cover all seven areas of learning, and therefore, meet the needs of the children attending. Consequently, children are focused and actively engaged in the educational programmes. The practitioners are keen for children to reach their full potential and acquire new skills. The practitioners take pride in the learning environment to ensure it is enriched with stimulating resources and they display posters and signage to complement the areas of learning. The setting funds an additional drama teacher twice weekly to teach the children to express themselves in a controlled creative atmosphere. As a result, children are able to develop speaking and

listening skills while building their self-confidence and physical skills. The practitioners provide a good balance of adult- and child-led activities. Therefore, children have the time to develop their own ideas and thinking, complemented by the practitioner's knowledge and teaching input to extend their learning. For example, a group of boys were engaged in paper aeroplane making indoors. The adult suggested flying the aeroplanes outdoors. The children developed this further suggesting flying the aeroplanes over the fence or from the top of the climbing frame. Consequently, the children were able to take and learn about risks whilst learning the concept of turn taking. Children's mathematical development is very well supported. Children readily count the number of children whose turn it was to fly their aeroplane at any one time. The practitioners extended the children's learning by incorporating a leaf and a pencil into the children's aeroplanes. As a result, the children were able to understand the concept of weight and speed and the impact of this on flying patterns.

Practitioners have a sound knowledge of individual children's development and interests. They are able to discuss where children are up to by identifying which development band children are consistently and comfortably working in or towards. Consequently, children's progress is continuously developed. Children's starting points are tracked through accurate baseline assessments. Practitioners complete precise assessments through regular observations on the children with a particular focus on characteristics of effective learning. As a result, children's next steps are planned and tailored to meet their individual needs. Children who speak English as an additional language are supported in the setting. Practitioners are keen to learn key words in the child's home language, consequently, supporting children's developing language and emotional well-being.

Practitioners support parents in settling their child into the setting, resulting in children feeling safe and secure. A deputy key person ensures that parents are welcomed should the children's main practitioner be absent. As a result, children's needs are always met by a consistent familiar practitioner. Parent partnership is evidently strong throughout the setting. Parents speak highly of the setting and describe the setting as being warm and relaxed. Practitioners have built up positive, effective working relationships with parents. As a result, parents contribute to their children's learning and development and share home life experiences, including photographs, to be included in the children's learning journals. This provides a consistent approach to children care and learning in the home and at the setting. Practitioners are positive, warm and friendly, consequently, the children's behaviour is good and they are happy to join in with focused activities. The setting supports children's readiness for school by progressing through the early learning goals. Transition forms are completed for individual children, highlighting children's progress and achievements. The setting makes links with the local schools to ensure this information is forwarded on. As a result, smooth transitions to school are fostered resulting in children's progress being maintained.

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

The bonds and attachments between children, practitioners and their key person are positive, strong and consistent throughout practice. Therefore, children confidently ask for

support where needed from practitioners, resulting in children's self-esteem being high. Children's self-confidence is growing as they are supported to develop and perfect their independence skills. For example, at meal times, children pour their own water or help themselves to an additional topping of raisins to their homemade rice pudding. Practitioners encourage children to wash their hands before eating and after going to the bathroom. Consequently, children are learning the importance of good hygiene practices. The setting offers a varied balanced menu and good use of manners is appropriately used and encouraged at meal and snack times. Although, at meal times, positive social interactions are fostered, practitioners occasionally miss opportunities to discuss healthy lifestyles and diet with the children, particularly when the main focus of conversation with the children is chocolate. As a result, there is scope to further improve children's understanding of the need for a healthy balanced diet and the importance of looking after their bodies as they grow. Children have space and resources outdoors to develop and their physical skill as they delight in taking part in the physical activities. Outdoor they learn to manage risk as they climb, run and explore the environment. Therefore, children are developing an understanding for the need to exercise and the health impact this has on their bodies.

The baby room is a very positive, warm and secure environment for the babies to learn and develop their inquisitive minds. Babies delight in exploring their surroundings safely and with a great deal of interest. The very stimulating and lovely, calm atmosphere lends itself to babies feeling confident to bob up and down to the background music while playing with the farm set. Babies enjoy the challenge of leaning forward as they reach for resources and practise skills necessary for them to crawl as they experiencing lying on their tummies. Babies are positive, trusting and show a sense of pride by exchanging smiles with the practitioners. They delight in snuggling into their key person, or familiar and trusted practitioner, when needed. Consequently, babies develop a secure bond that they know they can come back to. Care practices are good and staff use the correct personal protective equipment when changing nappies or feeding babies. As a result, the spread of infections are minimised. The children each have their own bedding in baskets to develop a sense of security and attachment. Practitioners display a good understanding of child development and are able to tune into the babies individual needs as required to support their good progress. Practitioners support children's transition from the baby room into the older room with care and focus to their individual needs. As a result, children are emotionally prepared for the next stage in their learning and onto school.

Practitioners are good role models and have clear expectations for rules and boundaries. As a result, children's behaviour is calm and positive. Children learn to take turns and help their peer groups when needed. Children and parents respect the practitioners within the setting and think highly of them. Practitioners offer lots of positive praise and recognition for children's efforts and achievements promoting their self-esteem.

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

The leadership and management of the setting are good. This is because the recruitment and induction process of newly appointed practitioners is to a high standard. Therefore, children are cared for by appropriately vetted practitioners with relevant qualifications to support the children's educational needs. The setting fosters a working interview approach to ensure the chosen candidate is suitable for the needs of the setting and the children who attend. At the induction process, policies and procedures for every eventuality are shared with practitioners to develop their understanding and knowledge. Consequently, this leads to a clear focus on the setting's safeguarding policy and procedures. As a result, children are kept safe at all times when attending the setting. Practitioners are all knowledgeable regarding safeguarding procedures and show a clear understanding of the various external agencies to contact if they have any concerns. Practitioners are encouraged to attend relevant safeguarding training to enhance their knowledge of potential signs and symptoms that may indicate a child is at risk. Practitioners are supported through regular supervisions to discuss children's progress along with their own performance levels. The manager is less effective, through supervisions, in focusing more strongly on the teaching practice in order to improve practice further so children make even greater progress in their learning.

The management team have put rigorous steps in place to ensure the premises, equipment and resources are all safe for children to access. Daily risk assessment checks are implemented to ensure controls are in place to minimise potential risks to children. Consequently, children learn and develop in a safe and controlled environment. The children's attendance registers are completed with accuracy to ensure all children attending are accounted for. Practitioners deploy themselves in each area of the playrooms to ensure supervision of the children at all times. As a result, children are focused to learn minimising unwanted behaviour. Staff meetings and discussions are held regularly, with practitioners to discuss and enhance their already good practice. Therefore, children benefit from the continuous professional development of the practitioners and the enrichment of the educational programme for all children.

The manager has a clear vision for the setting and shares this with the whole team. As a result, all practitioners work well together and are passionate about their work with the children. All practitioners regularly undertake peer observations to enhance and share good practice, and motivate the team. Consequently, children are receiving a high standard of good quality teaching and learning. The management team thrive on partnership with parents. Within the setting's improvement plan there is a clear drive on promoting participation with parents. Activities, such as, stay and play sessions, baking and attending the local pantomimes with parents have all been successful. The setting has welcomed the support from their local teacher team to achieve actions within their improvement plan.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	403600
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	869006
<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>	22
<b>Number of children on roll</b>	38
<b>Name of provider</b>	David Walmsley and Ann Walmsley Partnership
<b>Date of previous inspection</b>	24/03/2011
<b>Telephone number</b>	01772 510 499

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## Type of provision

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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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