

# Time for Nursery

458 Heysham Road, Heysham, Morecambe, Lancashire, LA3 2BN

<b>Inspection date</b>	11/08/2014
Previous inspection date	05/08/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Staff have a good understanding of the Early Years Foundation Stage and how children learn. Consequently, activities and experiences are interesting, creative and stimulating, consistently meeting children's individual needs and interests.
- Children are kept safe and well protected. This is because safeguarding procedures are effectively adhered to and staff have a good understanding of their roles and responsibilities with regard to the safeguarding and welfare requirements.
- Partnerships with parents and carers are strong. Relationships are securely established and shared learning opportunities between the nursery and the home are highly effective.
- The leadership and management of the nursery is very good. Staff are deployed well and a culture of continuous improvement is fostered. As a result, children are safe, secure and receive high-quality care and education.

### It is not yet outstanding because

- Staff do not always use different teaching strategies, such as open-ended questions, to encourage children to solve problems independently in order to fully extend their learning.
- Babies self-care skills are not fully promoted as staff provide them with wipes to clean their hands.

## 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 viewed all three rooms where children play and the outdoor areas.
- The inspector talked with children, staff and managers at convenient times throughout the day, taking their views into account.
- The inspector checked the evidence of qualifications and suitability of all staff working in the nursery.
- The inspector viewed a range of documentation, including relevant policies and procedures, medication and accident forms, risk assessments and the nursery self-evaluation form and improvement plan.
- The inspector viewed children's learning files containing observations, assessments and individual learning plans.
- The inspector spoke with a number of parents on the day, taking their views into account.

## Inspector

Janice Caryl

## Full report

### Information about the setting

Time for Nursery opened in April 2001 and is privately owned. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a large detached Georgian House near Heysham and Morecambe, Lancashire. The nursery serves the immediate locality and also the surrounding areas. The nursery opens five days a week, from 7.30am until 6pm, all year round, except for bank holidays. Children attend for a variety of sessions. Children are cared for across three rooms and have access to enclosed outdoor play areas. There are currently 82 children in the early years age range on roll. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities. There are currently 14 staff working directly with children, all of whom have an appropriate early years qualification. 11 of the staff have appropriate qualifications at level 3, two hold relevant qualifications at level 6 and one member of staff has Qualified Teacher Status. The nursery is a member of the Pre-School Learning Alliance and they have completed a local Quality Award Scheme.

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

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

- enhance the use of a wider range of teaching strategies, for example, by encouraging staff to use more open-ended and deeper level questions, to enable children to think through their actions and learn to solve problems
- encourage babies to take more responsibility for their own self-care, for example, by ensuring they follow good hygienic routines by washing their own hands.

## Inspection judgements

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

Staff have a good understanding of the Early Years Foundation Stage and how children learn. Consequently, children have a very good range of opportunities where they are able to initiate their own play ideas. In addition, staff offer a range of interesting planned activities to support children's learning and development further. On entry to the nursery, the key persons gather information from parents regarding their children's health, welfare and educational needs. This information, alongside further regular observations, helps staff to match activities to the individual needs of children. Consequently, children make good progress in relation to their starting points. Staff keep well-documented learning files for all children. The files contain observations, photographs and reports, providing a delightful account of how children are developing and making good progress. Staff complete progress checks, including the required written assessment for children aged

between two and three years. Furthermore, staff use a screening programme to effectively assess children's speech and language so that any gaps in development are identified early. These are effectively shared with parents and carers, ensuring those requiring additional support are identified. Children with special educational needs and/or disabilities are supported well. This is because staff successfully plan, implement and evaluate specific learning opportunities to help children make good progress, relative to their individual needs.

Children thoroughly enjoy their time at the nursery. Babies settle quickly into their playroom and enjoy a range of activities that stimulate and motivate them. Staff introduce a good range of musical instruments for babies to enjoy. Children take great delight in banging the beaters onto the drums. Staff encourage children to listen to the different sounds, such as the jingle of the bells and the rattle of the shakers. As a result, children develop listening skills, learn new vocabulary and develop their physical skills. The staff have high expectations of themselves and the children they care for. As a result, teaching is effective and children learn the necessary skills in preparation for school. Children are appropriately challenged to make good progress towards the early learning goals. For example, staff teach children to carefully paint and add glitter to the scales of the Rainbow Fish, developing their hand and eye coordination. Staff talk to children about the story they previously read together as a group. As a result, children gain a better understanding of the concepts within the story book. In addition, they remain motivated and interested as the enhancement activity reinforces their learning. Staff are proficient in asking questions and promoting learning in areas, such as mathematics. For example, staff encourage children to count the legs on the octopus that they have painted. As children make a tower with large bricks, they excitedly and collectively count them. Staff promote mathematics further by using mathematical language as they talk about how high the tower is becoming. However, staff do not always extend children's learning by asking deeper level questions to encourage them to solve problems. For example, when the tower becomes taller than the children, they are not encouraged to think about how they can add further bricks. Outdoor play is a particular strength at this nursery. Staff effectively plan the outdoor environment to ensure it is inviting and stimulating. They ensure that there are a wealth of opportunities across all areas of learning for each age group. The areas are designed to ensure safety and security for the different age groups. As an alternative, the areas can be opened up so that all children are able to play together as one whole group. This means that older and younger children can mix and get to know each other, and siblings are able to play together.

The nursery has excellent partnerships with parents. Communication methods are highly effective and keep parents and carers fully engaged, informed and involved at all times. Parents are kept up to date through daily informal discussions and communication sheets. Parents comment on how they value the regular updates from their key persons about how their children are progressing. For example, they receive termly progress reports where they can view their children's files and discuss their development. Staff in the nursery ensure that children benefit from shared learning opportunities. They provide a lending library of books and story bags with props, promoting early literacy skills. In addition, children enjoy taking home the nursery teddy bear, which encourages them to share their experiences in a fun and creative way. Parents also comment that they feel extremely welcome in the nursery and are able to ask questions and seek support at any

time. Consequently, strong and secure relationships are established and consistently maintained, contributing to the high-quality practice in the nursery.

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

Children are happy and content at the nursery. This is because they have secure and emotional relationships with attentive staff, who care about them and know them well. Babies enjoy the close and secure relationships of staff, who are responsive to all their care needs. The environment is calm and well-organised to provide quiet areas where children can snuggle and build strong attachments. Consequently, children's emotional well-being is fostered extremely well. Children settle quickly into nursery because settling-in procedures are effectively organised to ensure children's needs are fully met. Parents welcome the gradual process and are highly complimentary of how staff support them as a family. Staff effectively promote positive behaviour strategies with children. They are clear, calm and consistent as they explain to children the difference between right and wrong. Children demonstrate through their excellent behaviour and confident communications and explorations that they feel safe and secure.

Staff demonstrate a very good understanding of the emotional needs of children and their families at times of transition. For example, key persons introduce children and parents to the new rooms and the different staff, children are due to encounter. Consequently, children are well-prepared prior to moving on through the nursery. Staff also effectively support older children as they prepare for moving into school. Teachers make visits to the nursery and talk with children and their key persons to get a sense of familiarity regarding children's needs. In addition, staff provide physical education sessions so that children become accomplished at getting undressed and dressed for the activity. Children develop their own sense of familiarity as they play in the role-play uniform shop, where they can try on different clothes relating to their new school. Consequently, children are prepared emotionally and physically for their move on to school.

Children are supported in developing their independence skills. For example, older children assist in the preparation of snacks, pour their own drinks and help each other. Babies and younger children learn to feed themselves and are supported in toilet training and attending to their own personal needs. Good hygiene practice is effectively promoted across the nursery, for example, all children, including the babies, are taught to clean their hands before eating meals and after using the toilet. However, staff provide babies with wipes to clean their hands rather than promoting good hygiene routines, such as washing their own hands. Staff effectively teach children about living healthy lifestyles. Children benefit by having nutritionally balanced home cooked meals and snacks on a daily basis. The positive attitude to healthy living is reinforced as children grow and pick their own fruit and vegetables that are prepared and served by the nursery cook. As a result, children experience and learn about the benefits of having fresh home produce. Children are taught how to care for themselves because staff invite other health professionals, such as dental surgeons and hygienists into the nursery. Children benefit from a wealth of opportunities to keep physically active and experience the fresh air and outdoor environment. Children have regular access to the outdoor play area, which has a variety of

toys, play apparatus, a sensory area and a planting and growing area. This provides children with a range of experiences and includes opportunities for children to manage risks for themselves by using equipment. For example, they use gardening equipment for planting and digging. The range of activities outdoors means children are suitably challenged to develop and practise their skills, such as running, balancing, jumping and climbing.

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

The providers, managers and staff have a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Consequently, children are kept safe and secure. Children's safety is given high regard and staff are constantly vigilant. Children, staff and visitors are signed in and out and parents are welcomed at the door by a member of staff. This means there is no unauthorised access for adults, helping to keep children safe. Safeguarding procedures are strictly adhered to. For example, staff clearly demonstrate their knowledge and understanding of what to do if they had concerns about a child's welfare. This further helps children to stay safe and well-protected. Robust policies and procedures, which are understood and adhered to by all staff, provide guidance to support practice. These are also shared with parents and carers. This ensures that a collective approach is maintained with regard to the safety and well-being of all the children. Recruitment procedures are robust and ensure all staff are suitably qualified and have the relevant experience to work with children. In addition, all staff are vetted through the Disclosure and Barring Service check system, helping to keep children safe from harm or abuse. Staff deployment is excellent, with managers ensuring that individual members of staff have specific roles and responsibilities. This contributes further to the safe and efficient management of the nursery.

The managers and staff consistently monitor planning and undertake regular staff supervision and appraisals to ensure high standards are maintained. Tracking of children's progress is in place and clearly identifies any gaps in children's development. Subsequent discussions held between managers, staff and parents help to establish targeted plans to support children in making good progress towards the early learning goals. Effective performance management is in place, where managers observe staff practice and provide constructive feedback. As a result, staff are well trained and their performance continually improves, benefiting children through good-quality practice. The managers and staff strive to continually improve the quality of the provision and involve everyone in obtaining feedback. For example, children are actively involved in planning and evaluating their own activities. Parents provide feedback on a daily basis and complete questionnaires. Staff attend regular staff meetings where they are able to discuss issues, concerns and suggest ideas for improvement. Consequently, this good self-evaluation has a positive impact on the quality of the nursery.

The managers and staff work extremely closely with parents, carers and other agencies. Parents are very much valued and respected and integral to the smooth running of the nursery. They are kept informed about daily routines, activities and menus. Each room

within the nursery has a parent board containing information about key persons, the Early Years Foundation Stage and planning. Information is effectively shared to ensure children's specific health care needs are met and to ensure support is provided for any children with special educational needs and/or disabilities. Staff liaise closely with the local children's centre, and provide a range of information to support families. Relationships between the nursery and other childcare providers and schools are well-embedded, meaning children receive continuity of care and learning.

### **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. 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>	502186
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	869159
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	42
<b>Number of children on roll</b>	82
<b>Name of provider</b>	Sarah Rodriguez, Carol , William and Laura Nelson Partnership
<b>Date of previous inspection</b>	05/08/2009
<b>Telephone number</b>	01524 851288

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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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