

Blue Grass Purple Cow Nursery

Chapel Street, Hayfield, High Peak, SK22 2JJ

Inspection date

Previous inspection date

09/09/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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	1
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 nursery is equipped with high quality play and learning resources that challenge and interest children. Staff make good use of open-ended questioning to challenge children's critical thinking skills and develop their imagination.
- An effective programme of professional development, through regular supervisions, peer observations and training, helps staff to improve their knowledge, understanding and practice.
- Safeguarding procedures are very good. Staff know and understand their role in keeping children safe and know what to do should they have any concerns.
- Staff have created an exceptionally warm and welcoming environment, which helps children to feel settled and secure.
- Staff undertake observations of children when they first start to gain a thorough initial assessment, which gives them a clear starting point of the child's learning. This is supported by comprehensive information gained from parents about their child.

It is not yet outstanding because

- Children's next steps for development are not always shared with parents in a timely manner to best support them in contributing to their child's good progress.
- There are less opportunities for children in the baby room to see displays of their own creative achievements, to enhance their sense of belonging and self-esteem.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector undertook a tour of the nursery with the manager, including the outdoor environment.
- The inspector observed children's activities throughout the nursery.
- The inspector spoke with the manager and staff at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector looked at the nursery policies and procedures, and documentation relating to the children's development.
- The inspector looked at documentation regarding staff suitability and qualifications of staff working with children.

Inspector

Susan Wilcockson

Full report

Information about the setting

Blue Grass Purple Cow Nursery was registered in 2014 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in the village of Hayfield which is in the High Peak area of Derbyshire. The nursery operates from a single-storey, converted church hall, and children are cared for in two rooms. There is an enclosed area available for outdoor play. The nursery employs eight members of childcare staff and a cook. Of these, five hold appropriate early years qualifications at level 3 or above, including the manager, who holds Early Years Professional status. The nursery is open from Monday to Friday, from 7.45am to 6pm all year round. Children attend for a variety of sessions. There are currently 38 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds.

What the setting needs to do to improve further

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

- increase the opportunities for children in the baby room to see displays of their own work, in order to enhance their self-esteem
- devise even better methods for staff to consistently share children's next steps for development with parents, enabling them to best support their child's learning and development at home.

Inspection judgements

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

Children's learning and development are promoted effectively as the manager and staff have a good understanding of the Early Years Foundation Stage. The quality of teaching is good because the staff are knowledgeable and have a secure understanding of how to promote children's learning and development through the prime and specific areas of learning. Children are interested and motivated in this appropriate environment that supports their learning and development well and prepares them for their eventual move to school.

The breadth and depth of the educational programmes ensure children make good progress through interesting and challenging activities and experiences. Throughout the nursery, children's communication and language abilities are developing well. This is because staff engage in a wide range of conversations with children and use open-ended questions to support them to develop their vocabulary. For example, babies reach to catch bubbles as staff model the word 'pop' and praise the children for their attempts. Older children participate in creative storytelling sessions with staff who encourage the children

to use their imagination to extend the story. For example, when staff ask the children where they think the farmer might be, a child replies 'He has gone to milk his cows, he has 10 cows'. Children learn new words as staff describe the bumpy journey to market to take the milk and the hustle and bustle of the market when they arrive. Children initiate their own play as well as actively taking part in small group activities with an adult. Older children enjoy focused activities with staff, which supports their readiness for school and their next stage of development. For example, children practise cutting with scissors, supported by staff as they develop this new skill. The outdoor environment supports children's physical and imaginative development well. There are grassed areas where children can slide, climb and use scooters, as well as music, storytelling and role-play areas. Children enjoy play in the mud kitchen and learn about textures as they add water to the soil. Young babies engage in sensory activities in the sensory room, filling and emptying little wooden dishes with oat mixtures.

The environment is rich in print and labels, and children develop their love of stories and books through story times and have a range of books they can access independently. Staff reinforce children's understanding of number through daily routines. For example, the nursery has a 'rhyme time' box which is shared by all the children and includes popular number rhymes. Older children also demonstrate knowledge of higher numbers through playing a game of 'What time is it Mr Wolf?' and confidently counting out 12 strides towards 'Mr Wolf'. Children understand about the world they live in through activities that support their interests. For example, in preparation for the village sheep dog trials, the children watch a video clip about sheep dog trials before creating their own trials in the garden. Children have access to a range of mark-making and creative materials, and toddlers proudly show the sheep masks they have made. However, there are less opportunities in the baby room for the display of their creative work, which means there are missed opportunities to boost children's self-esteem in this way.

From the start, parents share information about their child through discussions with the key person and detailed written information about their child's home routines, likes and dislikes. This information, along with observations, forms a comprehensive picture of the child's starting point for learning and development. Parents are kept informed about their child's progress through daily discussions and quarterly summative assessments. In addition, they are encouraged to share information about their child's experiences at home each quarter, completing their own home assessment. The children's key persons make weekly observations and plan individual next steps of development focused around children's interests. However, these next steps are not always routinely shared with parents to enable them to support their children's learning at home with this information in mind. The manager and staff demonstrate a secure knowledge of the requirement to complete the progress check for children between the ages of two and three years and to share with parents.

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

There is an exceptionally strong emphasis by the management team and all staff on the care and well-being of children. Parents comment on the extremely warm and welcoming environment and the calm and friendly staff. A highly effective key-person system ensures

that all children settle quickly, and they clearly demonstrate they feel very safe and secure. Parents comment on how well their children have settled through the excellent support of the key person and the positive relationships that have formed. The detailed information gained from parents enables staff to provide high quality care that mirrors home care routines. This information is recorded through detailed 'all about me' forms. Staff demonstrate a highly sensitive and caring approach to children. For example, the staff ensure they know about children's interests and ensure their favourite toys are available for them as they arrive for settling-in visits. Staff are fully mindful where children may be moving to other schools and are proactive in supporting these moves, along with children who attend other early years providers. Summative reports are shared and this ensures a joint approach to the care and well-being of children. The nursery has developed solid relationships with the local primary school with visits from the reception teacher. These experiences support children moving on to the school as they become familiar with their new teachers.

The nursery provides strong daily routines that contribute to children's rapid development in their social, emotional, physical and communicative development. Staff thoughtfully inform children about care routines that are required, such as nappy changes, in order to maintain both their physical and emotional well-being. Children demonstrate high levels of confidence and a strong sense of belonging as they thoroughly explore their environment and the opportunities and experiences available to them. They demonstrate strong independence skills and have an excellent understanding of self-care. Children skilfully put on shoes, they remember to wash their hands after using the toilet, and young babies and toddlers wipe their hands and faces with individual cloths after meals. Children competently prepare their own snacks, serve themselves to lunch and pour their own drinks, which are readily available, supporting their awareness of keeping themselves hydrated. The nursery ensures that children follow a healthy diet and that all individual needs are catered for. Parents comment positively on the home-cooked meals their children enjoy and the new tastes they experience.

High quality play and learning resources are easily accessible to all children indoors and out. The environment is carefully arranged to provide children with a wide choice of activities and experiences that support and stimulate their interests. Parents comment on how happy their children are to be at the nursery. Children behave in an exemplary manner because they have secure boundaries and routines so they understand fully what is expected of them. Consequently, they become confident, responsible and independent individuals. They are supported by staff who are consistent, positive role models. Children show an excellent understanding of taking turns, and staff enthusiastically praise children to reinforce kind behaviour. Throughout the nursery, staff are vigilant at all times, which ensures children's safety. They are reminded about potential risks and staff skilfully support children to understand how to keep themselves safe. For example, children are reminded to be careful they do not fall off the 'balance beam' and to think how might be the safest way to get across.

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

The management team and staff demonstrate a good understanding of their responsibilities to meet the welfare and safeguarding and the learning and development requirements of the Early Years Foundation Stage. This ensures children learn and develop well and are kept healthy and safe. The nursery has a comprehensive safeguarding policy and procedures in place. These are reviewed on a regular basis and discussed with staff at their induction and throughout their employment. Staff are clear about the procedures to follow if they have a concern about a child in their care and who the designated safeguarding officer for the nursery is. Children's safety is a priority for all working in the nursery, and the setting has a strong security system in place to prevent unknown persons arriving to collect children. Visitors are required to sign in and identification is checked. Robust systems, policies and procedures are in place and these are regularly reviewed to ensure they meet the current legal requirements and underpin children's safety and well-being at all times. Full risk assessments are in place for all indoor and outdoor areas, and staff also undertake thorough daily checks to ensure that toys and equipment remain fit for use. Staff have first-aid training, ensuring that children are kept safe. Accident and medication forms are completed appropriately, with accidents and incidents monitored to identify any pattern of concern.

The nursery ensures that all staff have a Disclosure and Barring Service check. Robust recruitment processes are in place, as well as a thorough induction process for new staff. Supervisions, peer observations and training ensure that staff have the knowledge and understanding to deliver high quality practice. The manager works closely with the local authority to provide a programme of training, which supports staff in their continual professional development. The management and staff are reflective of their practice and provision, and regular meetings and training provide opportunities for everyone to contribute ideas and thoughts to the decision-making process. Parents and children are also consulted about the provision and contribute to the self-evaluation of the setting. This demonstrates a good capacity of continual improvement and development. The nursery manager maintains a good overview of the educational programmes through an effective tracking and monitoring system. This ensures that children make good progress in accordance with typical expectations for their age and given their starting points. This system effectively highlights children who may be a risk of delay or groups of children who may need further support in a specific area, enabling relevant interventions to be implemented.

The nursery is proactive at building positive relationships within the community. For example, the children have completed a well dressing for the village festival and invited the village May Queen to officially open the nursery. The nursery has good links with the adjacent church and has access to their wild flower gardens, which enhances the children's understanding of the natural world. Effective partnerships with parents are generally well established and make a good contribution to meeting children's needs. Parents speak about the positive approach offered by the nursery, supporting their children's needs, and how they feel their children are kept safe at the nursery. Where children may require additional support, appropriate interventions are sought so that children receive the support they need.

The Childcare Register

The requirements for the compulsory 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

Unique reference number	EY477115
Local authority	Derbyshire
Inspection number	965827
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	65
Number of children on roll	38
Name of provider	Blue Grass Purple Cow Ltd
Date of previous inspection	not applicable
Telephone number	01663 742 350

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

