

Locking Stumps Community Day Nursery

Glover Road, Birchwood, Warrington, Cheshire, WA3 7PH

Inspection date	06/10/2014
Previous inspection date	28/09/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Staff have a good understanding of their safeguarding responsibilities and implement appropriate procedures for protecting children.
- The manager has a good overview of the setting's strengths and weaknesses, which has enabled her to identify what needs to be done to improve the provision.
- Positive partnerships with parents and other professionals help ensure that parents are kept informed about their child's ongoing development and those, who require additional support receive appropriate intervention.

It is not yet good because

- At times throughout the day, children's behaviour is disruptive to others and this is not consistently well managed by staff.
- Children's learning opportunities sometimes lack challenge and interest because staff do not always take sufficient account of individual interests and abilities when planning. Staff do not always ensure resources and space are appropriate and used well.
- Some staff do not maximise all opportunities to take learning further, to extend children's thinking.

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 looked at children's assessment records and planning documentation.
- The inspector spoke to both children and staff and observed play and learning activities within the main playroom and in the outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector took into account the views of parents spoken to on the day.
- The inspector carried out a meeting with the manager. She checked the qualifications and suitability of staff and looked at a range of policies, procedures and documentation.

Inspector

Alison Regan

Full report

Information about the setting

Locking Stumps Community Day Nursery was registered in 1998 on the Early Years Register. It is run by a management committee. It operates from a portable classroom in the grounds of Locking Stumps County Primary School, in the Birchwood area of Warrington. There is an enclosed area available for outdoor play. The nursery serves the local area and is accessible to all children. The nursery employs five members of childcare staff, of whom four hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, term time only. Sessions are from 8.45am until 3.30pm. Children attend for a variety of sessions. There are currently 39 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children, who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that positive behaviour management strategies are implemented to improve children's behaviour and ensure all staff are aware of these and apply them consistently
- improve the way information gained from observations and assessments is used, so that activities are planned effectively to challenge, engage and motivate children in their learning.

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

- enhance and extend children's learning by asking open-ended questions that increase the opportunities they have to think critically, consider options and find their own solutions
- organise the activity rooms and resources with greater thought to provide children with consistently challenging and interesting experiences that fully support the individual needs of all children.

Inspection judgements

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

Staff have a sufficient level of knowledge and understanding of how to meet the learning and development requirements of the Early Years Foundation Stage. They have an awareness of the importance of observing children, in order to understand their individual level of achievement and interests. This information is used to plan various play experiences as key staff plan for each child's individual interests on a regular basis. However, planning is not effectively implemented to ensure purposeful, meaningful and challenging play experiences that sufficiently extend children's learning are provided. This means that children's progress is satisfactory rather than good. Staff engage in child-initiated play and sometimes use opportunities to extend children's learning. However, staff do not always maximise these opportunities to take learning further, particularly in extending children's thinking skills. For example, during a threading activity, children are encouraged to choose a variety of beads to thread that are different shapes and sizes. Staff miss opportunities to ask open-ended questions to encourage the children to talk about the different sizes, textures and colours of the beads. Therefore, at times, learning experiences can lack challenge to help children reach their full potential.

Support for children's language and communication skills, including those, who speak English an additional language, is evident in the setting. Staff encourage children to learn and join in with a diverse variety of action songs and rhymes during group time. These songs and rhymes help to develop their vocabulary and promote their understanding of numbers and counting. Children's early reading skills are promoted appropriately in the setting and they have access to a variety of age-appropriate books in the environment. They enjoy sitting with their friends, listening to a story at the end of a session. Staff support children with early writing skills. For example, children are encouraged to make marks on paper and they enjoy sharing what they have drawn with their key person. Consequently, children are making steady progress with their language, literacy and early reading. Children, who have special educational needs and/or disabilities, are supported appropriately by the setting's designated special educational needs coordinator. As a result, of effective partnership working with parents and other agencies, intervention is accessed at the earliest opportunity. This ensures that children accessing targeted support, make appropriate progress in their learning.

Close partnerships with parents means that staff involve them in sharing important information about their children, in order to support smooth transitions from home. For example, when children start, key information about their likes, interests and individual abilities across the areas of learning are sought from parents. This information is used to complete an initial assessment of each child's development. Staff complete termly assessments on the children, which enables them to monitor the ongoing progress individual children make during their time in the setting. The progress check for children between the ages of two and three years is completed and shared with parents at appropriate times. Each child has a learning journal with a variety of photographs of activities, which they take part in and examples of their creative work. Learning journals are updated by staff and shared with parents at regular times to inform them about their children's progress. As a result, parents are kept informed of their child's development and any additional support that staff may take to ensure they make progress.

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

Children and their families are warmly welcomed into this friendly setting. Children have their own designated peg, which they use daily to hang their coats on. This helps children to develop their sense of belonging. The key-person system is effective in ensuring that children's emotional well-being is supported. There is a suitable admissions process in place, which allows children and parents to build warm relationships with staff. Parents are encouraged to share important information with the key person to ensure their needs are met from the onset. As a result, children are very happy and settled. Throughout the setting, most children enjoy a harmonious environment where mainly positive behaviour is affirmed and they are praised at appropriate times. However, during group times, some children become fidgety and disrupt others' learning. At these times, staff do not always deal with these situations well and do not effectively implement the setting's strategies for managing children's behaviour. As a result, staff do not always give clear, consistent messages, when talking with children or give explanations about why their actions are unacceptable. Consequently, children's understanding about behaving sensibly is not fully developed.

Children learn about healthy lifestyles. They spend time outdoors in the fresh air each day. All children are encouraged to participate in physical activity on a daily basis to build on their physical skills. For example, they confidently ride bicycles and enjoy jumping in puddles when it's raining. They learn about hygiene routines and are encouraged to independently take themselves off to wash their hands, with a member of staff close by for support. They all know that they must wash their hands after using the toilet and before eating. During snack time, children pour their own drinks, lay the table, serve themselves and tidy away the plates when they have finished. Children learn how to make healthy food choices because the staff implement a healthy eating policy and provide them with healthy options. These skills help children to develop the self-help and self-reliance needed in preparation for their move onto school.

The staff team implements clear procedures to keep children safe. Children play in a secure environment. This means that they are free to move around independently and make choices about what they play with. This approach develops children's confidence. The environment is welcoming and adequately resourced, however, resources and space are not always used effectively to consistently motivate and engage all children. As a result, some children are bored at times because some of the resources and activities available to them lack sufficiently high levels of challenge. Resources promote positive images of diversity, which supports children to learn about diversity in the world around them. Children are confident within their environment as know where to find their favourite toys.

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

Children's safety is supported well because safeguarding procedures are appropriately managed. The designated person for child protection is clear about their responsibility to support children and staff at all times. Staff are able to recognise what might indicate abuse and are fully aware of how to proceed if they have a concern. The recruitment and

induction procedures for the setting ensure staff are suitable to work with children. This includes obtaining information about employment history, qualifications and completing Disclosure and Barring Service checks. The setting has a suitable procedure in place should a parent wish to make a complaint about any aspect of the provision and all relevant documentation is current and up to date. For example, risk assessments are in place and reviewed regularly to ensure that hazards are kept to a minimum and accidents are thoroughly recorded and reviewed on a monthly basis to ensure children are kept safe while in the setting.

The newly appointed manager is sufficiently aware of their responsibilities to meet the requirements of the Early Years Foundation Stage. The manager recognises that there is work to be done to further develop staff awareness of the Early Years Foundation Stage and has sought support from the local authority to further support the team. The manager has developed a plan to drive improvement, which is shared with the wider staff team. For example, a priority for development is to develop further staff supervision and continuous performance management for all staff. As a result, the manager has secured training to support staff and has aspirations to develop this area quickly. The manager has started to analyse children's individual trackers to identify any areas of learning where children may have gaps, however, this newly implemented system is in its infancy and no impact can be measured.

Partnerships with parents are in place. Parents speak highly of the setting and particularly of the warm relationships between children and staff. Staff provide parents with information about their children's learning and development through meet and greet evenings and verbal messages, which are shared everyday by the key person. Staff work closely with other professionals, to ensure they are able to support children through the targeted learning plans. Furthermore, the setting has forged links with teachers and this helps to promote continuity of care and prepare children for the next stage in their learning.

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	315308
Local authority	Warrington
Inspection number	819007
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	39
Name of provider	Locking Stumps Nursery
Date of previous inspection	28/09/2009
Telephone number	01925 818565

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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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