

Pool House Under 5's Nursery

Kidsgrove, Tanterton, Preston, PR2 7BX

Inspection date	24/10/2014
Previous inspection date	24/09/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 educational programmes provide a broad range of experiences that help children make good progress towards the early learning goals. This, combined with the good quality of teaching, accurate monitoring and a secure understanding of the areas of learning, means children's needs are met well.
- The key-person system is very well established and fosters very good partnerships with parents, therefore children form secure attachments and their well-being and independence are further promoted.
- Good monitoring by managers ensures that planning and assessment are consistent and precise, to ensure appropriate interventions are sought for children when needed, to make good progress across all areas of their learning.
- Safeguarding procedures are good. Practitioners effectively support children's understanding of how to keep themselves safe.
- Children are emotionally well prepared for the next stage in their learning because practitioners provide good support, to prepare them when the time comes to move on to nursery or school.

It is not yet outstanding because

- Opportunities are not always used well to further support children's social development at snack and mealtimes.

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 carried out a tour of the nursery.
- The inspector observed play and learning activities and spoke to children and practitioners in the three indoor rooms and the outdoor environments.
- The inspector carried out a joint observation with the deputy manager.
The inspector looked at a range of documents, including children's records, learning journals and observation, assessment and planning documentation, written policies, training certificates, the self-evaluation form and a selection of other documents.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, including their first-aid certificates.
- The inspector took account of the views of parents and carers.

Inspector

Jacqueline Midgley

Full report

Information about the setting

Pool House Under 5's Nursery has been registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register since April 2001. The nursery is operated by a management committee and is situated in the Tanterton area of Preston, within Pool House Community Primary School. The nursery is self-contained, having its own entrance and outdoor play area. There are three rooms where children of different ages are cared for. The nursery is open term time only, operates from 9am to 3pm and caters for children between the ages of six weeks and five years. The nursery also has use of the school hall when available. Currently, there are 34 children on roll. The nursery provides funded early education for two-, three- and four-year-old children. The practitioner team is led by a nursery manager and deputy manager, who hold relevant childcare qualifications at level 3 and level 4 respectively. There are seven additional practitioners who all hold appropriate qualifications at level 2 or 3. The nursery is a member of the Nursery Learning Alliance and advice, support and training are also provided by 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:

- model good manners and initiate appropriate conversation more consistently at snack and mealtimes, so that children have further opportunities to build on their developing social skills.

Inspection judgements

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

Teaching is very good across the nursery because practitioners provide a good range of interesting, stimulating and challenging experiences for children to enjoy both indoors and outside. This means that children thoroughly enjoy exploring the environment while being supported and encouraged to try new things. For example, children feed and care for the nursery's chickens and learning about a variety of farm animals, which they enjoy learning about further as traditional songs are sung. The practitioner team is long established and they communicate well and offer consistently good practice. Teaching is good and, therefore, children continue to make good progress and show high levels of engagement. Practitioners ensure that each child feels valued as an individual. This means all children are supported in ways that are right for them. As a result, children are progressing well towards their expected levels of development because practitioners provide good levels of challenge. For example during painting activities, children's understanding of colours, shapes and mathematics are well supported by practitioners using various teaching styles, including open questions. Consequently, children delight in identifying colours, shapes, order, and size. Practitioners have high expectations for children and a good

understanding of child development and the prime and specific areas of learning. They use this knowledge effectively to support children to make good progress across all areas of learning.

Observation and assessment of children's learning is good because there are clear records of observations, assessments and accurate tracking of children's progress. The progress check for children between the age of two and three years is completed in a concise and timely manner, meaning early intervention can be sought, should this be needed. Planning for children's future learning is effective, as planning is informed by children's identified next steps and interests. Therefore, children's individual learning needs are well met. This means they are supported with individual learning opportunities to make good progress in all of the seven areas of learning. Additionally, the broad range of play opportunities available help children to maintain their interest in learning. This is a result of solid, secure understanding of how children learn and accurate monitoring by practitioners. Children are ready for school when the time comes because they have a wide range of skills to support their future education. For example, children are supported and encouraged to change their own clothes and enjoy physical education classes in the main school building. Therefore, children extend and enhance their independence and readiness for school.

Partnership working with parents is a key strength of this nursery. Parents, spoken to during the inspection, discuss how their children have made excellent progress since attending the nursery. Parents' contributions are highly valued and play an important part in helping practitioners to gain the most accurate picture of their children's all-round development. For example, children take home magic moments sheets on a weekly basis, to enable the nursery to celebrate children's achievements at home and to plan for their future learning.

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

The key-person system is strong and provides maximum benefit to both the children and their families, as both develop highly positive relationships with staff. Parents comment that they find all practitioners extremely friendly and supportive. This effectively supports children's emotional well-being and provides firm foundations for their learning within the nursery. Practitioners ensure that all children form secure bonds and attachments by having tailor-made, settling-in procedures. Practitioners ensure children are happy and enjoy their time, by finding out about their needs, likes and dislikes, and by talking to parents on an ongoing basis. They provide a warm and welcoming environment to help children feel at home, safe and secure, so that they have a firm basis on which to enjoy and progress their learning.

Children independently follow good hygiene routines and are reminded of the importance of washing their hands before snack and mealtimes. Snacks and meals are healthy and nutritious, with a variety of fresh fruit and milk or water provided. This range gives children good opportunities to try new tastes and is varied enough to encourage children to be interested in what they eat. Children learn about the importance of eating healthy food and drinking milk and water. Consequently children's understanding of good food

choices is appropriate for their age and stage of development. For example, children describe fish as 'making you big and strong'. Although children enjoy these social occasions, their social development is not always fully supported. This is because practitioners do not sit with the children to further model good manners and encourage polite conversation. Children's behaviour is managed very well. Practitioners get down to children's level and calmly communicate with them. Therefore, the focus is on a positive atmosphere of mutual respect and trust, where practitioners frequently praise children's efforts and achievements. Consequently, behaviour is good and children's self-esteem is well supported.

Children are helped effectively to make the move on to other settings, such as when they move to the local schools. They regularly visit the local school hall to enjoy physical education, or to take part in school assembly. The neighbouring school reception teacher visits the nursery children. Furthermore, staff provide resources and experiences that help them to learn about their new environment. These include school uniforms, photographs, talking books, featuring the voices of the head teacher and reception class teacher, and stories about going to school, which are enjoyed at circle time. This supports children's well-being as they adjust to periods of change.

There is a strong emphasis on safety and children are reminded about staying safe, for example, by ensuring their play doesn't injure other children, such as when they play with large hoops. Consequently, children are kept safe and learn how to assess danger and manage risks for themselves.

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

Safeguarding arrangements are strong. Practitioners understand their role in protecting children from harm and are aware of what to do, should they have a concern about children's welfare. Therefore, children are well protected. Good recruitment and induction procedures are in place and include checking that all those working with children are suitable to do so. Practitioners are monitored, coached, mentored and supported effectively, which means they are fully aware of their roles and responsibilities in delivering the Early Years Foundation Stage. Risk assessments are thorough and, as a result, children are cared for in a safe environment. Sampled documentation and records are well maintained and are regularly reviewed, which gives a firm indication that all required documentation is in place and firmly underpins children's safety and welfare.

The managers fully understand their role and responsibilities in managing the nursery, providing good quality provision for all children. The monitoring of children's progress is good and ensures gaps in individual or groups of children's learning are identified. The quality of teaching is monitored by the managers. The manager and deputy manager guide practitioners and give them support where necessary. They implement training in order to support practitioners in the delivery of the educational programme, to ensure children's needs are met through good teaching. Therefore, children are effectively supported in their learning.

Self-reflection and improvement plans are good because all practitioners contribute to the process. The managers have high expectations and there is a strong drive to continue to improve this already very good nursery. For example, since the last inspection all actions and recommendations have been fully addressed. The systems for effectively monitoring the provision and outcomes for children through regular quality checks and self-assessment are now effective.

Partnership with parents and other professionals are strong and contribute significantly to the good progress children make. Consequently, there is continuity in children's care and learning and they are well supported to reach their full potential. Feedback from parents is overwhelmingly positive. For example, parents state that their children settle well and that staff are helpful and very nice.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	502191
Local authority	Lancashire
Inspection number	819333
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	38
Number of children on roll	34
Name of provider	Pool House Under 5's Nursery Committee
Date of previous inspection	24/09/2009
Telephone number	01772 732 628

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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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